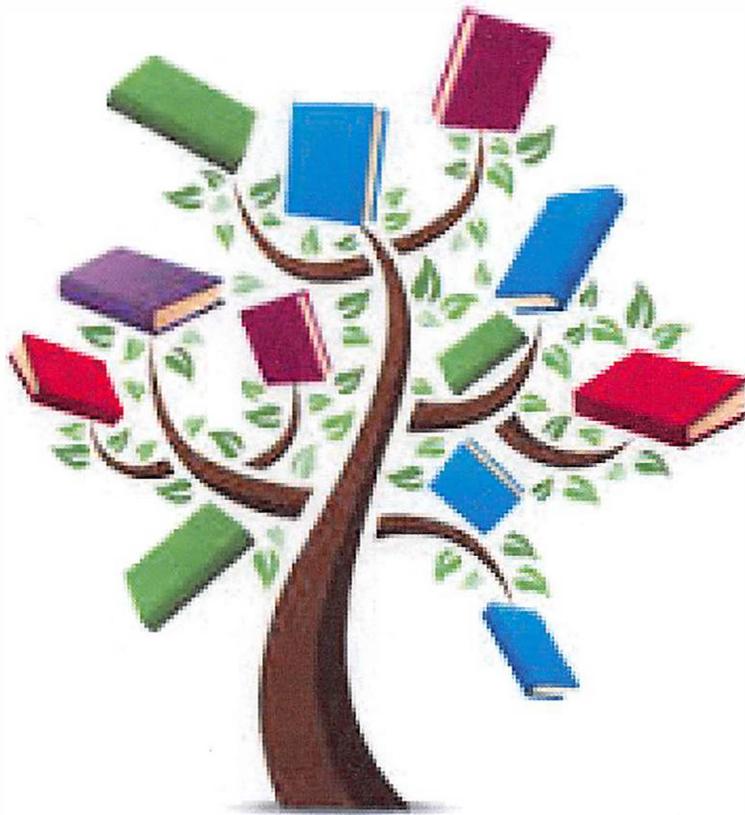


Fayette County School District



Library Media Program Manual

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Approved: September 12, 2017

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Table of Contents

Vision Statement	4
Mission Statement	4
Philosophy and Beliefs	4
Goals and Objectives	4
Library Bill of Rights	5
Literacy Standards	6
Challenged Materials	7
Copyright/Fair Use	13
Library Media Program	15
Job Description	18
Collection Guidelines	19
Weeding	21
Cataloging	22
Circulation	22
Purchases with Local Funds	22
End of Year Guidelines	22
Scheduling	23
Advocacy	25
Budgets and Funding	25
Library Enhancement Money	25
Acceptable Use Policy	27
Program Evaluation and Continuous Improvement	31

VISION STATEMENT

The vision of the Fayette County Schools Library Media Program is to promote, encourage, and cultivate academic excellence in the library media center, as well as in other areas of the school in technology and learning.

MISSION STATEMENT

The mission of Fayette County Schools Library Media Program is to support the state and district curricula. The goal is to increase student achievement, encourage reading, and prepare students to be efficient users of information.

PHILOSOPHY AND BELIEFS

1. School libraries are essential to the development of learning skills.
2. Inquiry provides a framework for learning.
3. Ethical behavior in the use of information must be taught.
4. The definition of information literacy has become more complex as resources and technologies have changed.
5. Technology skills are crucial for future employment needs.
6. The continuing expansion of information demands that all individuals acquire the thinking skills that will enable individuals to learn on their own.

GOALS and OBJECTIVES

1. To select and retain highly qualified media specialists who are knowledgeable of library media resources and services, state and district curricula, instructional technology, and effective teaching strategies.
2. To provide opportunities for growth through professional development as well as state and district conferences / meetings.
3. To collaborate with faculty and staff for effective instructional teaming.
4. To provide quality services and resources in appropriate quantities to meet the objectives of the state and district curricula.
5. To provide continuous evaluation and revision of the media program to reflect curricular changes, current educational trends, and instructional technology.
6. To promote intellectual freedom through a broad selection of resources.
7. To provide diverse resources to encourage reading for information and enjoyment.
8. To support critical reading and thinking through media literacy instruction.
9. To assist patrons in acquiring research skills for accessing, analyzing, and evaluating instructional resources.

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 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; inclusion of "age" reaffirmed January 23, 1996

LITERACY STANDARDS

Information Literacy

Standard 1: The student who is information literate accesses information efficiently and effectively.

Standard 2: The student who is information literate evaluates information critically and competently.

Standard 3: The student who is information literate uses information accurately and creatively.

Independent Learning

Standard 4: The student who is an independent learner is information literate and pursues information related to personal interest.

Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expression of information.

Standard 6: The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

Social Responsibility

Standard 7: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.

Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

Copyright ©2000, American Library Association

CHALLENGED MATERIALS

Procedures for Formal Review of Materials

The Fayette County Board of Education agrees with the Freedom to Read statement from the American Library Association, as stated below:

"Now as always in our history, reading is among our greatest freedoms. We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings. The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights."

The Fayette County Board Policy 7.13 states "Selection of Instructional Materials and Materials for the School Libraries the Superintendent is authorized to develop criteria for approval by the Board for selection of materials (other than textbooks) that are used in conjunction with student instruction and for circulation in school libraries. The Superintendent is further authorized to develop a procedure for review of objections to instructional and library materials."

When a request for formal review of materials is made, the following procedures should be followed:

1. The principal shall inform the complainant of the selection procedures, request that the materials in question be returned to the library, and make no commitment. The complainant will have reasonable access to the material, and will be given appropriate information as to the procedure that should be followed. (See following section, Request for Formal Review of Library Materials.)
2. Upon receipt of the complainant's completed form (*Request for Formal Review of Library Materials*), the principal will request review of the challenged material by the School Media Review Committee within fifteen (15) working days, and will notify the District Library Media Coordinator and the Superintendent that such review is being made. A local committee appointed by the principal, with the assistance of the library media specialist, will serve as the School Media Review Committee to determine the disposition of the material. For complaints received at the elementary level, the School Media Review Committee will consist of the principal,

the school library/media specialist, a classroom teacher and two parents. At the middle and secondary levels, two students may be added to the committee. The complainant may know the make-up of the committee but may not be a committee member.

3. The principal shall inform the library/media specialist, the Superintendent, and the District Library Media Coordinator of the complaint. The challenged material will be in the possession of the School Media Review Committee during the review procedure.
4. The School Media Review Committee will:
 - Read and examine referred materials.
 - Check general acceptance of the materials by reading reviews.
 - Weight values and faults and form opinions based on the materials as a whole and not on passages taken out of context.
 - Meet to discuss the material and to prepare a report on it using the appropriate checklist as a guide for discussion. (See section *Checklist for School Media Review Committee's Review for Library Materials.*)
 - Retain or withdraw challenged materials based on the decision of the School Media Review Committee.
 - File a copy of the report in the school principal's office and the Superintendent's office within (10) working days following that decision.
 - The School Media Review Committee will notify the complainant in writing of its decision within ten (10) working days following that decision. A copy of the report will be included with the decision. A copy of the decision will be sent to the Superintendent and the District Coordinator of Library Media Services.
5. The decision of the School Media Review Committee may be appealed to the Superintendent. This request for appeal must be presented in writing to the Superintendent within ten (10) working days of notification from the School Media Review Committee.
6. The Superintendent will review the challenged material and respond in writing to the complainant within fifteen (15) working days. A copy of the Superintendent's decision will be sent to the members of the School Media Review Committee.

Request for Formal Review of Library Materials

School: _____

Please check type of materials:

- | | | |
|------------------|----------------------|-------------|
| _____ Book | _____ Video | _____ CD |
| _____ Periodical | _____ DVD | _____ Kit |
| _____ Pamphlet | _____ Audio Cassette | _____ Other |

Title: _____

Author: _____

Publisher or Producer: _____

Request initiated by: _____

Telephone: _____ Address: _____

City: _____ State: _____ Zip: _____

Before the following questions are answered, it is recommended that the complainant read, view, or listen to the school library material in its entirety. If sufficient space is not provided, attach additional sheets. Please sign your name to each additional sheet.

1. Have you read, viewed, or listened to this material in its entirety? ____ Yes ____ No

What do you understand to be the theme or purpose of this material?

2. To what in the material do you object? (Please be specific, cite pages, film sequence, etc.)

3. What do you feel might be the effect on a student using this material?

4. For what age group would you recommend this material?

5. Is there anything good in this material? Please comment.

6. What is your recommendation concerning this material?

7. Would you care to recommend other school library material on the same subject and format that would be more appropriate for this age level?

Signature of Complainant

Date

Please return completed form to the school principal

Checklist for Formal Review of Library Material Fiction and Other Literary Forms

Fiction and Other Literary Foms

Title: _____

Author: _____

Purpose:

1. What is the purpose, theme or message of the material?
2. Does it offer an opportunity to better understand and appreciate the aspirations, achievements, and problems of various minority groups? ___ Yes ___ No ___ NA
3. Are any questions/elements of the story an integral part of a worthwhile theme or message?
___ Yes ___ No ___ NA

Content:

1. When factual information is part of the story, it is represented accurately?
___ Yes ___ No ___ NA
2. Are concepts presented appropriate to the ability and maturity of the potential reader?
___ Yes ___ No ___ NA
3. Do characters speak in a language true to the period and section of the country in which they live?
___ Yes ___ No ___ NA
4. Does the material make a significant contribution to the history of literature or ideas?
___ Yes ___ No ___ NA
5. Are the illustrations realistic in relation to the story?
___ Yes ___ No ___ NA

Reviews:

1. Source of reviews: _____
_____ Favorably reviewed _____ Unfavorably reviewed
2. Does the title appear in one or more reputable selection aids?
___ Yes ___ No
If answer is yes, please lit titles of selection aids: _____

Additional Comments:

Recommendation by Advisory Review Committee for Treatment of Challenged Materials:

Signatures of Advisory Review Committee Members:

COPYRIGHT/FAIR USE

The library media specialist provides and posts copyright information for all users of the library media center. Copyright/fair use information is also posted in appropriate locations throughout the school. The library media specialist will provide copyright information for faculty members annually.

Copyright Notice to Post on Copiers and Video Recorders:

The copyright law of the United States governs the making or reproductions and the performance of copyrighted material; the person using this equipment is liable for any copyright infringement.



Copyright and Fair Use Guidelines for Teachers

This chart was designed to inform teachers of what they may do under the law. Feel free to make copies for teachers in your school or district, or download a PDF version at

www.techlearning.com. More detailed information about fair use guidelines and copyright resources is available at www.halldavidson.net.

Medium	Specifics	What you can do	The Fine Print
Printed Material (short)	<ul style="list-style-type: none"> Poem less than 250 words; 250-word excerpt of poem greater than 250 words Articles, stories, or essays less than 2,500 words Excerpt from a longer work (10 percent of work or 1,000 words, whichever is less) One chart, picture, diagram, or cartoon per book or per periodical issue Two pages (maximum) from an illustrated work less than 2,500 words, e.g., a children's book 	<ul style="list-style-type: none"> Teachers may make multiple copies for classroom use, and incorporate into multimedia for teaching classes. Students may incorporate text into multimedia projects. 	<ul style="list-style-type: none"> Copies may be made only from legally acquired originals. Only one copy allowed per student. Teachers may make copies in nine instances per class per term. Usage must be "at the instance and inspiration of a single teacher," i.e., not a directive from the district. Don't create anthologies. "Consumables," such as workbooks, may not be copied.
Printed Material (archives)	<ul style="list-style-type: none"> An entire work Portions of a work A work in which the existing format has become obsolete, e.g., a document stored on a Wang computer 	<ul style="list-style-type: none"> A librarian may make up to three copies "solely for the purpose of replacement of a copy that is damaged, deteriorating, lost, or stolen." 	<ul style="list-style-type: none"> Copies must contain copyright information. Archiving rights are designed to allow libraries to share with other libraries one-of-a-kind and out-of-print books.
Illustrations and Photographs	<ul style="list-style-type: none"> Photograph Illustration Collections of photographs Collections of illustrations 	<ul style="list-style-type: none"> Single works may be used in their entirety, but no more than five images by a single artist or photographer may be used. From a collection, not more than 15 images or 10 percent (whichever is less) may be used. 	<ul style="list-style-type: none"> Although older illustrations may be in the public domain and don't need permission to be used, sometimes they're part of a copyright collection. Copyright ownership information is available at www.loc.gov or www.mpa.org.
Video (for viewing)	<ul style="list-style-type: none"> Videotapes (purchased) Videotapes (rented) DVDs Laserdiscs 	<ul style="list-style-type: none"> Teachers may use these materials in the classroom. Copies may be made for archival purposes or to replace lost, damaged, or stolen copies. 	<ul style="list-style-type: none"> The material must be legitimately acquired. Material must be used in a classroom or nonprofit environment "dedicated to face-to-face instruction." Use should be instructional, not for entertainment or reward. Copying OK only if replacements are unavailable at a fair price or in a viable format.
Video (for integration into multimedia or video projects)	<ul style="list-style-type: none"> Videotapes DVDs Laserdiscs Multimedia encyclopedias QuickTime Movies Video clips from the Internet 	<ul style="list-style-type: none"> Students "may use portions of lawfully acquired copyright works in their academic multimedia," defined as 10 percent or three minutes (whichever is less) of "motion media." 	<ul style="list-style-type: none"> The material must be legitimately acquired: a legal copy (not bootleg) or home recording. Copyright works included in multimedia projects must give proper attribution to copyright holder.
Music (for integration into multimedia or video projects)	<ul style="list-style-type: none"> Records Cassette tapes CDs Audio clips on the Web 	<ul style="list-style-type: none"> Up to 10 percent of a copyright musical composition may be reproduced, performed, and displayed as part of a multimedia program produced by an educator or student. 	<ul style="list-style-type: none"> A maximum of 30 seconds per musical composition may be used. Multimedia program must have an educational purpose.
Computer Software	<ul style="list-style-type: none"> Software (purchased) Software (licensed) 	<ul style="list-style-type: none"> Library may lend software to patrons. Software may be installed on multiple machines, and distributed to users via a network. Software may be installed at home and at school. Libraries may make copies for archival use or to replace lost, damaged, or stolen copies if software is unavailable at a fair price or in a viable format. 	<ul style="list-style-type: none"> Only one machine at a time may use the program. The number of simultaneous users must not exceed the number of licenses; and the number of machines being used must never exceed the number licensed. A network license may be required for multiple users. Take aggressive action to monitor that copying is not taking place (unless for archival purposes).
Internet	<ul style="list-style-type: none"> Internet connections World Wide Web 	<ul style="list-style-type: none"> Images may be downloaded for student projects and teacher lessons. Sound files and video may be downloaded for use in multimedia projects (see portion restrictions above). 	<ul style="list-style-type: none"> Resources from the Web may not be reposted onto the Internet without permission. However, links to legitimate resources can be posted. Any resources you download must have been legitimately acquired by the Website.
Television	<ul style="list-style-type: none"> Broadcast (e.g., ABC, NBC, CBS, UPN, PBS, and local stations) Cable (e.g., CNN, MTV, HBO) Videotapes made of broadcast and cable TV programs 	<ul style="list-style-type: none"> Broadcasts or tapes made from broadcast may be used for instruction. Cable channel programs may be used with permission. Many programs may be retained by teachers for years—see Cable in the Classroom (www.ciconline.org) for details. 	<ul style="list-style-type: none"> Schools are allowed to retain broadcast tapes for a minimum of 10 school days. (Enlightened rights holders, such as PBS's ReadingRainbow, allow for much more.) Cable programs are technically not covered by the same guidelines as broadcast television.

Sources: United States Copyright Office Circular 21, Sections 107, 108, and 110 of the Copyright Act (1976) and subsequent amendments, including the Digital Millennium Copyright Act, Fair Use Guidelines for Educational

Multimedia, cable systems (and their associations), and Copyright Policy and Guidelines for California's School Districts, California Department of Education. Note: Representatives of the institutions and associations who helped to draw up

many of the above guidelines wrote a letter to Congress dated March 19, 1976, stating: "There may be instances in which copying that does not fall within the guidelines stated [above] may nonetheless be permitted under the criterion of fair use."

Library Media Program

Characteristics of a 21st Century Library Media Program

The Program

- The library media center (LMC) is a place where individuals and groups of students use information to extend classroom studies and to further personal interests.
- Students have open, flexible access to library media resources and services.
- Library media resources are available to support the curriculum, encourage research, engage students in pleasure reading, and address individual needs and interests.
- Resources are organized by a recognized method and are available in an automated format.
- 21st Century skills are integrated with all subjects and developed in a curriculum context to provide a foundation for life-long learning.
- Library media services are implemented according to a written plan based on data analysis, needs assessment, and annual evaluation, consistent with the goals of the school and school system.
- A comprehensive program is provided that includes skills instruction, information access, program management, and media center management.
- Learners are taught to seek diverse perspectives, gather and use information ethically, and make use of social tools, i.e. personal space, responsibly and safely. The

Professional

- The library media specialist (LMS) is certified, evaluated annually by appropriate criteria, and has a plan for professional development.
- The library media specialist collaborates with the learning community to determine collection needs and implements local board approved policies for collection development, use of resources, adherence to copyright law, protection of intellectual freedom, and reconsideration of challenged materials in the collection.

The Facility

- The library media center is physically accessible to all students.
- The library media center is adequately lighted and contains furnishings appropriate in size to the student population.
- The library media center has the infrastructure needed to sustain existing and emerging technology

**EXAMPLE OF
JOB VACANCY**

TITLE: Library Media Specialist at _____

TERMS OF EMPLOYMENT: Nine Months Contract.
Work year and salary set by the Board of Education.

REPORTS TO: School Principal

The Fayette County Board of Education is accepting applications for a Library Media Specialist at Berry High School. Applications must be submitted through the Teach In Alabama online application service at the Alabama Department of Education (<http://www.alsde.edu/TeachInAlabama/>) no later than

The successful applicant should have as a minimum the following qualifications:

At least a Bachelor's degree from an accredited institution.

At least a valid State of Alabama Class A Teaching Certificate in School Library Media.

Some alternatives or additions to the above qualifications may apply, as the Fayette County Board of Education may find appropriate and acceptable.

PERFORMANCE RESPONSIBILITIES: (Including, but not limited to, the following are given to help clarify the intended job assignment for prospective applicants.)

Administration and organization:

1. Prepares and administers the media budget as required.
2. Evaluates, selects, acquires and organizes center materials and equipment to support the curriculum and to meet the varied interests, abilities and needs of students and faculty.
3. Re-evaluates materials and equipment regularly, weeding those which are obsolete or worn.
4. Administers and maintains all information and circulation technology within the Library Media Program.
5. Organizes and maintains media center records, statistics and inventories.
6. Creates an appropriate climate in the Media Center which defines expected behavior, enforces disciplinary policies in a consistent manner and works to develop within each student a sense of self-discipline.
7. Schedules the use of the facility and resources for the optimum accessibility to all students and faculty.
8. Informs school community about library media center programs, materials and services.
9. Coordinates the school library media program with system-wide goals.
10. Provides for the maintenance and repair of all media center equipment and materials.
11. Organizes and maintains the media center as a functional, attractive, safe and orderly environment for optimal use by students and faculty.

12. Trains and supervises all media center staff and volunteers in the performance of their duties.

Instruction:

1. Provides programs and services which encourage lifelong reading and learning.
2. Assists students in developing listening, viewing, reading, comprehension and information processing skills.
3. Provides staff development opportunities in the use of information resources and in the utilization of information and instructional technologies.
4. Collaborates with teachers to incorporate information skills into all areas of the curriculum.
5. Works in cooperation with teachers to design activities, materials and instruction which promote curriculum integration.
6. Provides instruction in the operation of hardware necessary to use information in any format.
7. Informs school community of laws and policies pertaining to the use and communication of ideas, such as copyright and acceptable use.

Curriculum support:

1. Participates in district, school, departmental and grade level curriculum design; integrates curriculum needs into the library media program.
2. Assists teachers in the selection of books and other instructional materials and equipment.
3. Maintains a professional collection.
4. Maintains a current file of selection resources which staff may use for curriculum instruction and for ordering supplemental curriculum needs.
5. Works with other libraries' personnel to coordinate efforts of common interest.

Professional development:

1. Remains current in the library media profession through conferences, workshops, professional reading and classes.

Other:

1. Attends and participates in faculty meetings and works with other staff members in planning school activities, instructional, goals and objectives.
2. Participates in extracurricular activities as mutually agreed upon by faculty and administration.
3. Seeks assistance of specialists as needed.
4. Maintains proper professional relationship with students and other employees.
5. Assumes other appropriate responsibilities as required of other faculty members.
6. Performs other reasonable duties during school necessary to the effective operation of the school when requested by the principal.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

Collection Development

Collection Development is defined as the planned purchase of materials in various formats to match the instructional and research needs of the campus within the current fiscal environment and resource-sharing opportunities. The heart of a library is its collections. The building houses them; the library personnel acquire and manage them and teach users how to best access and use them.

LIBRARY MEDIA CENTER SCHOOL COLLECTION GUIDELINES

Type of Resource	Basic	Advanced	Exemplary
Automated Management System	<ul style="list-style-type: none"> • Circulation/Cataloging • 1 management computer • Barcode scanner • Online access to materials is available only in the media center 	<ul style="list-style-type: none"> • Circulation/Cataloging • 1 management computer • Barcode scanner • Online access to materials is available only in the media center and throughout the school facility • In-hand/palm for remote use and inventory help 	<ul style="list-style-type: none"> • Circulation/Cataloging • 1 management computer • Barcode scanner • Online access to materials is available only in the media center and throughout the school facility • In-hand/palm for remote use and inventory help
General Collection: Fiction, Easy and Non-Fiction	<ul style="list-style-type: none"> • 10 appropriate and usable books per student in good condition which support the school's instructional program • 2% of the collection is new book purchases 	<ul style="list-style-type: none"> • 11-15 appropriate and usable books per student in good condition which support the school's instructional program • 5% of the collection is new book purchases • Class sets of novels are available for classroom • Book sets/Digital sets are available for classroom use 	<ul style="list-style-type: none"> • 15-20+ appropriate and usable books per student in good condition which support the school's instructional program • 5% of the collection is new book purchases • Average copyright of nonfiction collaboration (excluding biography) is less than 10 years old • Book sets/Digital sets are available for classroom use (new sets are added annually)
Reference Materials Encyclopedias Dictionaries, Almanacs, Thesaurus, Atlases, Periodicals, Newspapers, Handbooks, i.e., Quotations, Poetry, First Facts, Trivia, Natural Science, Geographical dictionary, Biographical References, Subject References	<p>Library media specialists use needs assessments, professional tools, and curriculum objectives to establish a basic reference collection. Appropriate quantities of materials are determined by:</p> <ul style="list-style-type: none"> • Student enrollment • Demographic data • Instructional program • Information needs 		
Internet Resources	<ul style="list-style-type: none"> • List of Web sites that support the curriculum 	<ul style="list-style-type: none"> • List of Web sites that support the curriculum • Databases available 	<ul style="list-style-type: none"> • List of Web sites that support the curriculum • Databases available (AVL)

	<ul style="list-style-type: none"> Databases available (AVL may be used) 	<p>(AVL may be used)</p> <ul style="list-style-type: none"> e-books available Media center website available on the school home page for classroom, school, and remote site access 	<p>may be used)</p> <ul style="list-style-type: none"> e-books available Separate media center website available for classroom, school, and remote site access
Electronic Resources	<ul style="list-style-type: none"> CDs and DVDs available to support the curriculum 	<ul style="list-style-type: none"> CDs and DVDs available to support the curriculum 	<ul style="list-style-type: none"> CDs and DVDs available to support the curriculum
Professional Collection	<ul style="list-style-type: none"> 25-50 professional books 5 professional magazines 	<ul style="list-style-type: none"> 50-75 professional books 5 or more professional magazines Current list of Web sites for professional development purposes available on media center Web site/school home page 	<ul style="list-style-type: none"> 75-100 professional books 10 or more professional magazines Current list of Web sites for professional development purposes available through media center Web site

Weeding

In order to maintain a collection that meets the needs of the learning community, weeding is essential. LMC weeding guidelines should include the rationale and established criteria for weeding. Items that are weeded should be disposed of as indicated in the system library media policy and procedures manual.

Suggested Copyright Date Chart for Weeding (Adapted from MUSTIE)

Dewey #	SUGGESTED YEARS TO RETAIN
0	2-10
100	5-8
200	2-10
300	5-10
400	3-10
500	5-10
600	5-10
700	5-10
800	Flexible (Use MUSTIE)
900	5-10
Biography	3 years
Encyclopedias	Flexible (Use MUSTIE)
Almanacs	5
Periodicals	3
Fisction	Depends on Circulation Use
Audio & Video	Condition and Content will Determine
CDs/DVSs	Check for Format Changes

Cataloging

Classification Procedures for Books

All books in the library media center's collection should be classified according to the latest edition of *Dewey Decimal Classification and Relative Index*. Use the *Sears List Of Subject Heading* for subject authority.

Classification Procedures for Non-Book Materials

A unified approach of treating print and non-book materials is recommended. Non-book materials should be classified according to the Dewey Decimal Classification System.

Circulation

Circulation of print and non-print resources will be managed for the patrons of Fayette County Schools through the Atrium web-based library management system.

Gifts and Donations

The Fayette County Schools library media program gladly accept monetary gifts, as well as donations. Items bought or obtained are subject to the same criteria as those items acquired through the regular selection process.

Purchases With Local Funds

Each library media specialist will confer with the local school principal or bookkeeper regarding proper procedures for managing expenditures with local funds. Any money generated by the library media specialist through book fairs, donations, etc., will be used to enhance library media programs at the discretion of the library media specialist. All purchases must be approved by the school principal.

Suggested End-Of-Year Guidelines

An inventory of all library holdings will be conducted annually. A holdings summary report should be submitted to the district library media coordinator by the last day of school.

Library books will be due 3 full weeks before the last day of school.

In order to allow the library media specialist to collect materials and complete an annual inventory, no classes will be scheduled for the library for the last three(3) full weeks of school.

Scheduling

In order for the library media center to be the core of the educational setting, the library media specialist, with the assistance of the administrator, must be allowed to schedule the library media center for its most effective use.

Weekly schedules that list whole-class and small group instruction, administrative periods, special programs, planning times, and other planned library activities are collected for documentation of library use through the year.

Points to Remember

- The library media specialist, with the assistance of the administration, sets the schedule. The schedule is posted and available at all times.
- The library media center should not be closed for non-library purposes. The LMC is open for student use at all times.
- Forty percent of the library media specialist's time is spent in the administration of the library media program. During this time, no classes are scheduled for instruction by the library media specialist, although students and teachers may still use the LMC. • The LMS is provided a scheduled lunch time. • Teachers and administrators should understand the difference in flexible scheduling, open access, and fixed scheduling.

Definition of Flexible Scheduling

The library media center does not have a set daily or weekly schedule for classes to use the library. Classes are scheduled as the result of collaborative planning for use and instruction to integrate with the classroom curriculum. In this case the LMC is an extension of the classroom; used to provide access to resources, information fluency, and independent and group learning.

Points to Remember

- All students and teachers have access at their point of need
- Teachers and library media specialists can collaborate to develop enhanced curriculum units
- Student achievement is higher with this type of scheduling
- Flexible scheduling provides equity of access
- The LMS can work with all grade levels and subject area teachers to build research units around schoolwide themes

Definition of Open Access

In order to maximize the benefit of the LMC, learners must have access to resources and services at their point of need. The library media center may also be scheduled for individuals, groups, or classes to use resources, check out and return materials, to read for pleasure or information, or research topics for reports, using a variety of resources. If an aide is not available to assist with circulation when the LMS is working with a class, students are taught how to check materials in and out. Student aides and community volunteers may be trained to assist with the circulation procedures.

Variations of Flexible Scheduling

• Completely Flexible

The LMS provides a scheduling calendar with time for teachers to schedule their classes. A collaboration log to ensure that every teacher is scheduling regular library media time is

maintained.

- **Partially Flexible**

This scenario is seen in lower elementary schools where Grades K-2 are scheduled at regular times to have contact with the LMS for exposure to read aloud stories. If this type of scheduling is used, classes are normally concentrated into one or two days a week and are held at the beginning or end of the day, thus, allowing large blocks of time for other classes to schedule as units are developed.

For additional information on flexible scheduling: Position statement adopted by the American Association of School Librarians (AASL), a division of the American Library Association.
<http://www.ala.org/ala/aasl/aaslproftools/positionstatements/aaslpositionstatement.cfm>

Advocacy

Leadership and advocacy require stepping out of comfortable behind-the-scene roles and becoming a proactive leader. The professional LMS needs to provide leadership and advocacy in information fluency, technology initiatives, policy creation, instructional design, and professional development.

Budgets and Funding

The school library media specialist collaborates with the local school district/system and administrators to ensure that funds are budgeted to maintain the library media program.

- The library media program must have adequate, consistent, and sustained funding for professional staff, new materials, technologies, professional development, and facilities to meet the 21st Century learning needs of the students in the school community.
- The budget process of the LMC includes operating funds for new resources such as: books, reference materials, equipment, and emerging technologies.
- The budget supports the philosophy of the library media center and the community it serves.
- The LMS must maintain accurate budget records in order to monitor and document use of available funds. These records should be retained for three years.
- Data collected from the assessment of the media center's collection, school curriculum/instructional changes as well as the increased cost of materials should be used in planning the budget for the year.
- The LMS must be proactive in obtaining adequate funds to meet the curriculum, the physical facilities, and the information needs of the school community.
- The LMS should prepare annual reports documenting how each source of funding for the LMC was spent. These documents should be retained for a minimum of three years.
- The LMS must administer the media center's budget and monitor acquisitions in order to meet all the instructional and informational needs of the school's learning community.
- State, national and regional learning and accreditation standards should be considered in the acquisition and budgeting process of the library media program.
- The Alabama Code must be followed in the expenditure of state funds. The library enhancement code can be found on the ALMO Web page:
www.alex.state.al.us/librarymedia
- Budgeting procedures for library enhancement funds, as stated by the Alabama Department of Education, must be followed. These procedures can be found on the ALMO Web page.

Library Enhancement Money

Library Enhancement money is allotted to public schools by the Alabama State Legislature. State guidelines mandate that each school must have a budget committee for the planning/budgeting of library enhancement money. State and Federal Laws require that administrators, teachers, and parents have input into the budgeting of library enhancement funds. The Library Enhancement Budget Committee must consist of teachers (four), one

parent, the library media specialist, and the principal or his/her designee. The library media specialist shall serve as the chairperson of the Library Enhancement Committee. The teachers must be elected by secret ballot by the school faculty during the spring for the following fiscal year.

The committee then develops a tentative budget that reflects how and for what the Library Enhancement money will be spent. The library media specialist will present a collection needs assessment to the committee. Documentation/minutes of this planning meeting must be maintained with dated signatures and titles of the committee members involved. This budget is then presented to the school faculty and, after at least two working days, the faculty must vote whether or not to accept the presented budget. This vote is also by secret ballot.

Amended budgets may be presented in the fall of the next school year to cover any changes in the state allotment due to the increase or decrease of teacher units.

Documentation and results of these meetings and elections must be sent to the Financial Office before any of the Library Enhancement money may be spent for the fiscal year.

Fayette County
ACCEPTABLE USE POLICY
2017-2018

The Fayette County School System Acceptable Use Policy applies to all employees and students of the Fayette County School System. This policy covers all use of technology resources including computer hardware, software, and network resources. It also includes the Acceptable Use Policy (AUP) for using technology as well as policies regarding Bringing Your Own Device (BYOD) to connect to the network and Internet. The use of the Internet is a privilege, not a right, and inappropriate use may result in termination of those privileges.

The Technology resources that are provided by the Fayette County School System are available to enhance teaching and learning, facilitate professional development, and support school business systems.

Internet Safety Policy: It is the policy of the Fayette County School System to:

- prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications
- prevent unauthorized access and other unlawful online activity
- prevent unauthorized online disclosure, use or dissemination of person identification information of minors. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records
- comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)]

Definitions:

- AUP: Acceptable Use Policy refers to the acceptable use of the school network, technology resources, and Internet connection.
- BYOD: Bring Your Own Device refers to student-owned Internet-enabled wireless devices. These devices include any internet enabled device such as laptops, netbooks, MAC Books, iPods, iPads, Kindles, Droids, Blackberries, Smart Phones, etc.
- CIPA: Children's Internet Protection Act
- MINOR: The term "minor" refers to any individual who has not attained the age of 17 years.
- Other definitions are defined by CIP

Access to Inappropriate Material: To the extent practical, technology protection measures (or "internet filters") shall be used to block or filter the Internet, or other form of electronic communications. Specifically, as required by CIPA, this must protect against access by adults and protect students and minors against visual depictions that are obscene, child pornography, and/or with respect to use of computers with Internet access by students and minors, harmful to students and minors. Depictions that are deemed obscene, pornographic, and harmful to students and minors shall be defined by the Fayette County Board of Education when applicable. The

technology protection measure may be disabled for adults engaged in bona fide research or other lawful purposes.

Currently, Fayette County School District has a CIPA compliant content filtering solution in place. The Fayette County Board of Education or representative is responsible for reviewing and maintaining this technology protection measure. At any time the protection measure may be replaced if it is not functioning properly or is determined not to protect our students and minors in a sufficient manner.

BYOD: Based upon principal discretion, students may bring their own wireless devices provided they adhere to and sign off on the Internet Safety Policies of the System. Each school that participates in the BYOD program, shall develop a BYOD Policy that outlines the specific terms and conditions that shall be followed. The purpose of BYOD is to allow students to access school network resources, including the Internet, from their mobile devices. Such access is intended to enhance learning and will allow students greater opportunity for developing 21st century skills:

- **Critical thinking and problem solving**
- **Communication**
- **Collaboration**
- **Creativity and Innovation**

Acceptable uses for student owned device - Accessing the Internet for research in educational areas, communicating through school-provided email services, and collaborating on a teacher-approved Web 2.0 Internet sites.

Unacceptable uses of the Network (Including BYOD) - Technology Resources, the Network, the Internet, and student-owned devices may not be used for:

- Disruption
- Cheating
- Violation of person's privacy
- Actions compromising personal and/or school safety
- Cyber Bullying - Posting malicious remarks electronically on the Web or by E-Mail
- Other illegal and/or unethical activities
- Transmitting obscene, abusive or inappropriate language or images
- Violation of the law
- Altering system software
- Placing unauthorized information, computer viruses or harmful programs on the computer or network
- Sharing personal passwords or using someone else's password
- Unauthorized access including so-called "hacking"
- Unauthorized access to E-Mail

- Unauthorized disclosure, use and dissemination of personal identification information regarding minors
- Any other conduct that violates another discipline code as outlined in the student code of conduct

Portable electronic devices (BYOD or school owned devices) are prohibited from being used in classrooms where the teacher does not give explicit permission to use the device.

Internet Safety Education: Staff members shall provide instruction for their students regarding the appropriate use of technology and online safety/security. The Fayette County Online Safety Curriculum (Grades K-12) will be used to teach internet safety/security. Verification of completion of curriculum shall be documented by classroom teachers. Upon completion the verification form shall be kept in the Technology Department.

Warranties: The Fayette County School System does not warrant computer or network functionality or accuracy of information found on the Internet. In addition, the District does not warrant against lost or corrupted data that may be accessed or stored on District computers, servers, or student-owned devices. On occasion, an inappropriate website may get through the Internet filter. Students should bring the website in question to the attention of a staff member who shall contact the District Technology Coordinator so that these websites can be added to the blocked site list.

Photographs of students on the Fayette County Schools Websites: Teachers and students may create the web pages that are published on our web site which is located at www.fayette.k12.al.us Occasionally, photographs of students will appear on some of those pages. The full name of the student should not appear on these pages.

Ownership of Student Produced Computer Materials: Rights of ownership to any computer material, instructional material or devices shall be exclusive property of the District when any such item is produced by a student utilizing district supplies and/or equipment as a dominate resource in producing materials.

Consequences and Disciplinary Action: If a student is suspected of misuse of their device, authorizes may confiscate and search the mobile device and take disciplinary action against the student.

Parent and Student Signature Forms: Students and parents are required to sign a written agreement to abide by the terms and conditions of this policy before students are permitted access to the technology resources of the District. By signing the form, they agree to the terms of the Internet Safety Policy, Acceptable Use Policy, and the Bring Your Own Device Policy.

**Fayette County School District
Technology User Agreement and Release Form
2017-2018**

Student: _____
(Please print name)

School: _____

Grade: _____ School Year: _____

In consideration for the privileges of using the District and/or Network resources, including Internet, I agree to abide by the Internet Safety Policy, the Acceptable Use Policy and the BYOD Policy which include, are not limited to, the information contained on Pages 1 and 2 of this form.

Student Signature: _____ Date: _____

As the student's parent or legal guardian, I agree to the terms of this policy and I hereby release the District, Network, their operators and administration for any and all claims, fees, expenses or damages incurred as a result of my child's misuse of the Network resources or Internet.

Parent Signature: _____ Date: _____

I agree to allow photographs of my child to appear on the school's web site in accordance with the District policy outlined on page 2.

Parent Signature: _____ Date: _____

Program Evaluation and Continuous Support

The library media program will be evaluated annually according to the following plan. Following each annual evaluation, specific improvement steps will be planned and promote continuous improvement in designated areas.

Program Evaluation Chart attached.

LIBRARY MEDIA PROGRAM ADMINISTRATION EVALUATION FORM

Type of Resource	BASIC	ADVANCED	EXEMPLARY
<p>Certified Library Media Specialist (LMS) is assigned to the Library Media Center (LMC) full-time with support staff based on the Local Education Agency (LEA) Earned Unit Breakdown</p>	<ul style="list-style-type: none"> •Certified Library Media Specialist is assigned to the Library Media Center full time •The LMS does not serve as a substitute or regular classroom teacher unless a full library media unit is not earned •Support staff assigned to the LMC based on the Local Education Agency (LEA) Earned Unit Breakdown 	<ul style="list-style-type: none"> •Certified Library Media Specialist is assigned to the Library Media Center full time that exceeds fulfillment of the Local Education Agency (LEA) Earned Unit Breakdown •The LMS does not serve as a substitute or regular classroom teacher unless a full library media unit is not earned •Support staff assigned to the LMC that exceeds fulfillment of the Local Education Agency (LEA) Earned Unit Breakdown 	<ul style="list-style-type: none"> •1 + Certified Library Media Specialists are assigned to the Library Media Center full time that exceeds fulfillment of the Local Education Agency (LEA) Earned Unit Breakdown •The LMS does not serve as a substitute or regular classroom teacher unless a full library media unit is not earned •Support staff assigned to the LMC that exceeds fulfillment of the Local Education Agency (LEA) Earned Unit Breakdown
<p>School districts/systems provide sufficient funding for the purchase and maintenance of the resources for the Library Media Center (LMC)</p>	<ul style="list-style-type: none"> •The LMC meets the minimum basic collection requirements as stated in this document guidelines •Funding is set for basic maintenance and upgrades for technology and equipment 	<ul style="list-style-type: none"> •The LMC meets the collection requirements for an advanced library collection as stated in this document guidelines •Funding is set for advanced maintenance and upgrades for technology and equipment 	<ul style="list-style-type: none"> •The LMC meets the collection requirements for an exemplary library collection as defined in this document guidelines •Funding is set for exemplary maintenance and upgrades for technology and equipment
<p>The LMS manages the financial, staff, and physical resources of the LMC efficiently</p>	<ul style="list-style-type: none"> •There is a district/system-approved policy used for selection of materials •Budget policies as mandated by the state are used for expenditures of state funds •40% of the designated school day is spent in management of the LMC •Time is allotted at the beginning and end of the year for necessary library maintenance tasks. Resources are cataloged, marked and shelved according to a standard classification system approved by the district/system board of education •Standard procedures set by the district/system are used to circulate, maintain, 	<ul style="list-style-type: none"> •There is a district/system-approved policy used for selection of materials •Budget policies as mandated by the state are used for expenditures of state funds •40% of the designated school day is spent in management of the LMC •Time is allotted at the beginning and end of the year for necessary library maintenance tasks. Resources are cataloged, marked, and shelved according to a standard classification system approved by the district/system board of education •Standard procedures set by the district/system are used to circulate, maintain, 	<ul style="list-style-type: none"> •There is a district/system-approved policy used for selection of materials •Budget policies as mandated by the state are used for expenditures of state funds •40% of the designated school day is spent in management of the LMC •Time is allotted at the beginning and end of the year for necessary library maintenance tasks. Resources are cataloged, marked, and shelved according to a standard classification system approved by the district/system board of education •Standard procedures set by the district/system are used to circulate, maintain,

	<p>inventory, and weed the collection</p> <ul style="list-style-type: none"> •Written district/system-approved policies on challenges to materials, copyright, donated materials, and Internet use have been developed and implemented •Flexible scheduling/Open access is incorporated into the LMC schedule •Collaboration, research, and/or leisure reading time is apparent 60%of the day •Duties of support staff and volunteers are arranged to optimize student and teacher services and the efficient operation of the LMC •The district/system or school provides some additional funding to purchase library media resources to support information access and student achievement 	<p>inventory, and weed the collection</p> <ul style="list-style-type: none"> •Flexible scheduling/Open access is incorporated into the LMC schedule •Collaboration, research, and/or leisure reading time is apparent 60%of the day •Duties of support staff and volunteers are arranged to optimize student and teacher services and the efficient operation of the LMC •The district/system or school provides some additional funding to purchase library media resources to support information access and student achievement 	<p>inventory, and weed the collection</p> <ul style="list-style-type: none"> •Written district/system approved policies on challenges to materials, copyright, donated materials, and Internet use have been developed and implemented •Flexible scheduling/Open access is incorporated into the LMC schedule •Open Access/flexible scheduling - library activity is evident at least 60% of the day with collaborated instruction, reference/research time, and/or leisure reading time •Duties of support staff and volunteers are arranged to optimize student and teacher services and the efficient operation of the LMC •School or LMC Web page and/print electronic or communications are used to inform students and staff about available resources and to instruct •The district/system or school provides sufficient funding to maintain an exemplary status. Fund raising and grant writing are optional and are not required to keep resources and technology current
<p>The LMC program participates in periodic review and ongoing informal and formal assessments used to develop long range, strategic plans for improvement</p>	<ul style="list-style-type: none"> •Program assessment is based on informal and formal assessment which includes input from administrators, faculty, and students •The LMS sets annual goals which are presented to the administration 	<ul style="list-style-type: none"> •Program assessment is based on informal and formal assessment which includes input from administrators, faculty, and students •The LMS sets annual goals which are presented to the administration •The LMS uses surveys and data from library reports, inventories, and other assessments to set short and/or long range goals for improvement •Reports are provided to school and/or district 	<ul style="list-style-type: none"> •Program assessment is based on informal and formal assessment which includes input from administrators, faculty, and students •The LMS sets annual goals which are presented to the administration •The LMS collects data collaboratively, assesses the program with input from administrators, faculty, students, school committees, and other members of the learning community which is used to

		system administration	set short and long range goals for improvement •Reports are provided to the school and district administration
The school library media program has an established library media center advisory committee serves as an advocate for the school library media program within the school and beyond	<ul style="list-style-type: none"> •The advisory committee includes -Library media staff -Principal/administrator -Teachers (at least two) -Parent -Student (when age appropriate) -Meets frequently 	<ul style="list-style-type: none"> •The advisory committee includes -Library media staff -Principal/administrator -Teachers (at least two) -Parent -Student (when age appropriate) <p>The advisory committee meets regularly to assist in planning an effective program and discuss procedural issues</p>	<ul style="list-style-type: none"> •The advisory committee includes -Library media staff -Principal/administrator -Teachers (at least two) -Parents (at least two) -Student(s) (when age appropriate) -Community member -District/system staff •The advisory committee meets regularly to assist in planning an effective program •The advisory committee has developed a mission statement, goals and objectives for the library media program •The advisory committee seeks ways to make the LMC the hub of teaching and learning in the school
There is a designated Library Media Program Supervisor at the district/system level	•There is a designated Library Media Program Supervisor at the district/system level	•There is a designated Library Media Program Supervisor at the district/system level	•There is a designated Library Media Program Supervisor at the district/system level
The library media specialist uses a public relations plan to promote advocacy for the library media program	<ul style="list-style-type: none"> •The LMS uses a variety of methods to publicize the LMC and its resources and services •The LMS partners with school and community groups 	<ul style="list-style-type: none"> •The LMC has a written plan that is used to share the resources and services through a variety of methods within the school community, which includes administrators, teachers, students, parents, community members and business partners •The LMS partners with school and community groups to sponsor events that promote the library media program and student achievement 	

LIBRARY MEDIA CENTER FACILITY RECOMMENDATIONS

AREA	SERVICES	DESIGN CONSIDERATIONS	TECHNOLOGY INFRASTRUCTURE
CIRCULATION	<ul style="list-style-type: none"> • Information specialist • Answer general information questions • Check in/out • Supervise student seating areas • Assists students in book selection, research, and technology, etc. • Welcoming and attractive 	<ul style="list-style-type: none"> •Temperature and humidity controlled •Near main entrance, workroom and office •Desk and staff work area •Circulation desk appropriate height for students •Sound absorbent floor covering •Adequate non-glare lighting •Book drop •Book carts/trucks •Online catalog/circulation terminal 	<ul style="list-style-type: none"> •Adequate electrical outlets •Master light switch •Network access •Sufficient bandwidth for data, voice and video network •Automated, integrated, and networked library catalog and circulation system •Connection to the school and district local area network and wide area network •Barcode reader •Networked printer •Telephone •Fax machine •Copier •Sufficient data ports or wireless accessibility •Surge protectors/APC power converter •Sufficient data ports or wireless accessibility •Adequate electrical outlets •Surge protectors •Sufficient reference multimedia computers to accommodate student and faculty population •Networked printer •Scanner •Copier •Multimedia computer-related equipment: DVD players, MP3 players, iPods
REFERENCE	<ul style="list-style-type: none"> •Provide online references services (AVL, others) •Information available in various formats (print and non-print) which includes emerging technologies •Word processing •Listening •Viewing 	<ul style="list-style-type: none"> •Adequate non-glare lighting •Sound absorbent floor covering •Accessible from administrative and circulation areas •Shelving for general reference collection •Workstations that meet standards for 	<ul style="list-style-type: none"> •Sufficient data ports or wireless accessibility •Adequate electrical outlets •Surge protectors •Sufficient reference multimedia computers to accommodate student and faculty population •Networked printer

	<ul style="list-style-type: none"> •Photocopying/printing information 	<ul style="list-style-type: none"> accessibility •Seating for computers •Computer workstations 	<ul style="list-style-type: none"> •Scanner •Copier •Multimedia computer-related equipment: DVD players, MP3 players, iPods
COLLECTION	<ul style="list-style-type: none"> •Up-to-date resource collections consisting of print, non-print, and electronic materials •Use a standard classification system to organize library materials •Align with the local curriculum and supports content standards •Establish a collection development plan which identifies policies and procedures for the selection, evaluation, acquisition, and maintenance of materials •Provide access to resources within the library media center and outside the school facility •Provide procedures for reconsideration of materials •Provide assistance to faculty in collection evaluation, library-based technology and acquisition and utilization of the library media collection •Organize and display media •Areas separated by types of resources and activities 	<ul style="list-style-type: none"> •Shelving: sturdy with adjustable shelves •Special shelving for periodicals, audiovisual software, displays, and equipment •Shelves should not be more than 2/3's full •Backstops and tops added to shelves •Width of shelves determined by size of materials, collection, and anticipated growth of the collection –12” recommended g double-faced stacks placed in rows of 4-6 sections is the most preferred arrangement •Maximum heights: Perimeter Shelving: Elementary 42”-48” Middle 60”-66” High School 72”-84” Freestanding Shelves: Elementary 42”-48” Middle 42”-48” Secondary 48”-60” •Shelving should accommodate the current collection with room for 30%growth •Formula for calculating shelving needs: Linear feet of storage = number of items to be stored ÷ (Divided by) the number of items per 1 foot of shelving •Or use the following: Picture books –20 books per foot/60 books per shelf length; Standard size – 10 	<ul style="list-style-type: none"> •Adequate electrical outlets •Adequate lighting •Search computers conveniently located

		<p>books per foot/30 books per shelf length; Reference books – 6 books per foot/18 books per shelf length</p> <ul style="list-style-type: none"> •The Americans with Disabilities Act recommends 42 inches between shelving units; 36 inches is the legal minimum 	
INSTRUCTIONAL	<ul style="list-style-type: none"> •Whole class instruction, small group instruction, individual instruction, study, reference, viewing, listening, reading, browsing, production, and communication activities, professional development programs, meetings, presentations •Collaborate with classroom teachers •Determine instructional strategies •Know and identify academic content standards •Instruction of library media skills is integrated into each academic content area •Select and evaluate materials and resources •Develop, administer, and analyze standards-based assessment •Instruct students to locate, process, evaluate, and utilize information •Encourage an appreciation for literature and reading for pleasure 	<ul style="list-style-type: none"> •Minimum: Accommodates 10-15% of the student population based on 25 square feet per student •Corridor access •Easy traffic flow •Sound absorbent floor coverings •Appropriate chairs and tables for each age group •Elementary library media centers provide a storytelling area •Age-level appropriate leisure reading areas are provided •The library media center is arranged to accommodate flexible access by students •The arrangement of furniture and equipment encourages simultaneous use by class(es), small groups, and individuals •Allows for laptop use •Lighting control with some natural light recommended •A welcome and pleasant atmosphere is designed which includes different displays, furniture selections, and room treatments • The library media center is easily accessible by persons with disabilities 	<ul style="list-style-type: none"> •Instructional multimedia computer •Audiovisual and networked multimedia computer-related equipment •Smart Board, White Board, Promethean Board, DVD recorder, LCD projector •Data/video projection capabilities •Viewing screen •Networked printer •Adequate electrical outlets •Lightening and darkening capabilities

<p>INSTRUCTIONAL EQUIPMENT STORAGE</p>	<p>Distribution of shared A/V or technology hardware •Equipment used to support student or teacher use</p>	<ul style="list-style-type: none"> •Secured room •Shelves/Cabinets •Carts •Storage racks/bins 	<ul style="list-style-type: none"> •Adequate lighting •Near entrance •Adequate electrical outlets
<p>CONFERENCE ROOM/PROFESSIONAL COLLECTION</p>	<ul style="list-style-type: none"> •Professional books •Periodicals (3-5 years) •Instructional materials •Videos •DVDs 	<ul style="list-style-type: none"> •Access to reading area •Glass panel for supervision •Tables and chairs •Shelving 	<ul style="list-style-type: none"> •Phone •Adequate electrical outlets •Data capabilities or wireless accessibility •Wall screen •Computer Peripherals
<p>OFFICE</p>	<ul style="list-style-type: none"> •Library media management •Storage of administrative records •Collaboration with teachers •Meetings/conferences 	<ul style="list-style-type: none"> •Desk •Filing cabinet •Shelving •Glass walls or panel to provide a clear view of the media center •Secure locked area •Accessible to circulation desk •Near conference room •Restroom •Adequate lighting 	<ul style="list-style-type: none"> •Fax machine •Copier •Networked printer •Networked computer •Phone •Adequate electrical outlets •Data ports or wireless accessibility
<p>NETWORK CENTER</p>	<ul style="list-style-type: none"> •Storing computer network file server •Video satellite connections •Audio and video systems 	<ul style="list-style-type: none"> •Desk for technician •Shelving •Adequate ventilation •Near an entrance •Secure locked area •Network equipment 	<ul style="list-style-type: none"> •Data capabilities or wireless accessibility •Electrical •Voice
<p>COMPUTER LAB</p>	<p>If space permits, a general purpose lab may be adjacent to the media center</p>		

LIBRARY MEDIA FACILITIES EVALUATION FORM

Type of Resource	Basic	Advanced	Exemplary
<ul style="list-style-type: none"> • The library media center is arranged to: <ul style="list-style-type: none"> –Accommodate flexible access by classes and individual students –Perform basic functions of a curriculum – integrated library media program –Provide a climate conducive to learning and student achievement –Provide equitable access to information and resources within the school, community, and global networks 	<ul style="list-style-type: none"> •Shelving and furniture are age appropriate •Arrangement of the LMC supports use by a minimum of one class and individual students •Space arrangement includes specific areas for: <ul style="list-style-type: none"> –Large group use –Small group use –Individual research –Use of technology –Leisure reading –Library management –Storytelling area for elementary students –Displays •The LMC is neat and well organized •There is an atmosphere of welcome and productivity •The LMC is accessible by persons with disabilities in accordance with Public Law 101-476 Education of the Handicapped Act Amendments 1990 •The LMC is equipped with temperature and humidity control •Lighting and electrical accommodations have been integrated effectively 	<ul style="list-style-type: none"> •Shelving and furniture are age appropriate •Shelving accommodates growth •Arrangement of the LMC is designed to encourage simultaneous use by class(es) and small groups or individuals, accommodating a minimum of one class, small groups, and individuals •Space arrangement (regardless of size) includes specific areas for: <ul style="list-style-type: none"> –Circulation –Large group use –Small group use –Individual research –Use of technology –Viewing –Production –Communication activities –Leisure reading –Library management –Storytelling area for elementary students –Displays –Professional area –Wiring /Network –Storage •Various methods of display, furniture selection, and room treatments are utilized to provide an atmosphere of welcome and 	<ul style="list-style-type: none"> •Shelving and furniture are age appropriate •Shelving accommodates growth •Arrangement of the LMC is designed to encourage simultaneous use by class(es) and small groups or individuals, accommodating a minimum of one or more classes, small groups, and individuals •Space arrangement (regardless of size) includes specific areas for: <ul style="list-style-type: none"> –Circulation –Large group use –Small group use –Individual research –Use of technology –Viewing –Production –Communication activities –Leisure reading –Library management –Storytelling area for elementary students –Displays –Professional area –Wiring/Network –Storage •Various methods of display, furniture selection and room treatments are utilized to provide an atmosphere of

		<p>productivity</p> <ul style="list-style-type: none"> •The LMC is neat and well organized •The LMC is accessible by persons with disabilities in accordance with Public Law 101-476 Education of the Handicapped Act Amendments 1990 •The LMC goes beyond basic guidelines for a LMC, providing larger spaces than required or additional support areas •The LMC is equipped with temperature and humidity control •Lighting and electrical accommodations have been integrated effectively 	<p>welcome and productivity</p> <ul style="list-style-type: none"> •The LMC is neat and well organized •The LMC is accessible by persons with disabilities in accordance with Public Law 101-476 Education of the Handicapped Act Amendments 1990 •The LMC is flexibly designed and exceeds basic space guidelines, providing expanded spaces and additional areas that support student productivity and achievement •The LMC is equipped with temperature and humidity control •Lighting and electrical accommodations have been integrated effectively
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