LIBRARY LEARNING COMMONS HANDBOOK

2016-2017

The handbook was revised and updated by Christine Paul, SSE media specialist/district media lead, and Tina Cash, PKS media specialist in June, 2016.

MCSD- School Media Contacts for 2016-17

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Purpose

Florida public schools are required to establish and maintain a program of school library media services (Section 1006.28d, Florida Statutes). This Library Learning Commons Handbook is intended as a guide for school media personnel in the Monroe County School District to provide conformity and coordination of operation, while being broad enough to provide latitude for school based decisions. We have used the American Library Association online template and workbook and have borrowed heavily from them and from *Information Power: Building Partnerships for Learning* (American Library Association).

Mission

The 21st century Library Learning Commons serves as the information, research, and literacy hub of the school. It is our mission to collaborate with educators to assist students to become effective and independent lifelong learners. The instruction program is designed to promote student inquiry, support the development of informed conclusions, create new knowledge, share knowledge, and pursue growth.

The Library Learning Commons Mission Objectives:

- Instilling respect for intellectual property rights by teaching digital citizenship;
- Providing materials and resources in a variety of formats;
- Providing technology to locate and use information;
- Networking with our communities to offer resources which reflect the nature of that community;
- Collaborating with staff to gain an awareness of the school-wide curriculum and to match resources and instruction in disciplinary areas;
- Helping to improve student achievement by integrating information literacy skills throughout the curriculum;
- Providing instruction which fosters competence and stimulates interest in reading, locating, and using information;
- Providing instruction and access to innovative technologies to create media and share knowledge;
- Improving student reading skills by providing print, non-print, and electronic resources;
- Developing and using reading motivation programs and materials.

"Standards for the 21st Century Learner." American Association of School Librarians. 2007.http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/AASL_Learning_Standards_2007.pdf (Accessed 28 June, 2016)

Philosophy

The Monroe County School District Media Centers accept the philosophy of *Information Power: Building Partnerships for Learning* prepared by the American Association of School Librarians. The Library Media Specialist (LMS) is a teacher who collaborates with school educators as well as educators in our profession to understand the learning needs and styles of our students and to find the resources that meet those needs. Media Specialists should act as curriculum and instructional mentors. In the 21st century school, it is important to remain current with ever changing trends in education and so must be associated with state and national education and library associations. As information specialists we must evaluate and acquire information in all formats. It is our responsibility to coordinate with the technology teams at our schools to continue to be on the leading edge of technology in education. We have to focus on the ethical use of information in all formats and must encourage and teach Digital Citizenship to provide students with tools to become successful adults. As administrators of our media centers we are responsibility for the media, acquisition and use of materials and media. We must administer our library programs and activities and must be an advocate for the media program. We must constantly evaluate our own program to ensure that it continues to promote student learning and their ultimate future success.

Principles

We accept the principles of School Library Media Programs as published by American Library Association *Information Power*:

Principle 1: The library media program supports the mission, goals, objectives, and continuous improvement of the school.

Principle 2: In every school, a minimum of one full-time, certified/licensed library media specialist supported by qualified staff is fundamental to the implementation of an effective library media program at the building level.

Principle 3: An effective library media program requires a level of professional and support staffing that is based upon a school's instructional programs, services, facilities, size, and numbers of students and teachers.

Principle 4: An effective library media program requires ongoing administrative support.

Principle 5: Comprehensive and collaborative long-range, strategic planning is essential to the effectiveness of the library media program.

Principle 6: Ongoing assessment for improvement is essential to the vitality of an effective library media program.

Principle 7: Sufficient funding is fundamental to the success of the library media program.

Principle 8: Ongoing staff development--both to maintain professional knowledge and skills and to provide instruction in information literacy for teachers, administrators, and other members of the learning community--is an essential component of the library media program.

Principle 9: Clear communication of the mission, goals, functions and impact of the library media program is necessary to the effectiveness of the program.

Principle 10: Effective management of human, financial, and physical resources undergirds a strong library media program.

Budgeting

An outstanding LLC program maintains a collection development plan and utilizes electronic collection analysis tools. An ongoing consideration file of reviewed, recommended print and electronic titles/resources is maintained.

The budget is determined by school and library needs in order to meet short and long term goals. It is the responsibility of the library media specialist to oversee the expenditure of funds in accordance with the selection policy. Teacher and student input is an integral part of the process.

The school bookkeeper will provide fund balance information. Funding sources generally consist of state categorical funds, federal grants, lost book/fines, donations, and fundraising efforts.

- State Library Media Categorical Funds

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

Additionally, materials acquired with these funds must be cataloged and inventoried as part of the library media collection.

- Federal Grants

Federal grant program funds must be spent according to guidelines.

- Fundraisers/Donations

Funds collected shall be expended to benefit those students in school unless those funds are being collected for a specific documented purpose.

- Lost Book/Fines

A fine will be assessed for lost or damaged (beyond repair) books. The fine will be reasonable, seeking only to compensate the school for the expense of a replacement. The late return of borrowed books from school libraries will be subject to appropriate fines. (Section 6152- Student Fees, Fines, and Charges, The School Board of Monroe County Bylaws & Policies)

All lost book/fines collected by school media personnel will be given to the school bookkeeper for deposit in the "Lost Book Trust" account at the school site. The school bookkeeper will hold back a 20% reserve and send all remaining funds to district via check bi-annually (end of 1st semester & end of 2nd semester) with the memo stating lost books. Finance will then add the budget item to the schools for the purpose of ordering replacement books.

Lost book/fines funds may only be used to purchase replacement books or provide refunds for students who return items previously paid for.

Organization

Access
Library Learning Commons are open and available to students for as much of the school day as staffing and program make possible. To the extent resources allow, facilities should be open prior to and after school for students to make use of the learning resources (Section 2520d, The School Board of Monroe Administrative Procedures). Hours are posted in the facility and on the school LLC web page.

Arrangement
The environment within the LLC is inviting, attractive, and conducive to thought and study. The design accommodates a variety of work arrangements and tasks such as: large group instruction, small group, independent work, use of innovative technologies, books, periodicals, and displays. The LLC collection is maintained and accessible by all users. Materials are easy to locate and in good condition.

Circulation of Materials
Destiny Library is used to manage and circulate the library collection. Accepted methods for classifying, cataloging, and housing materials and equipment for easy access are employed.

Use the following procedures to add titles and copies to your collection.

Automated Processing

1. Titles are imported into the Destiny database using the MARC file you received from your book vendor.
2. From Catalog go to Import titles.
3. Check the following Title Matching selections.
    a. Strict
    b. Replace the existing title if the incoming title is better
4. Check the following Copy Matching selection
    a. Skip the incoming copy if its barcode matches and existing copy.
5. Choose the Marc record file received from the vendor.
6. Click preview to view results and then import to add titles.
7. Check in materials and approve invoice according to school procedures. Note errors on the invoice and contact vendor. Contact bookkeeper following school procedure. Return defective items.

Manual Processing

1. From Catalog select Add Title.
2. Select appropriate material type in Find Box, choose search option (title for most use ISBN for books first and then title if no record is found for the ISBN)

3. If an appropriate match is found use the record. The following image 🏠 means an existing record is already available in our catalog. If a match is found but the record isn't already in the catalog such as records from Alliance Plus A⁺, click save title.
4. When adding books, if no match is found for the ISBN, perform a title search. If the book title and author match, click Duplicate it and then update the appropriate fields with information from your copy and click save title. A title merge will be done by the district library media lead to join records.
5. If no match is found, choose "nothing matches- add the title" and use the easy editor or Marc editor to create a title record.
6. Add copies. Barcodes may be purchased from Destiny Express or printed using label stock. Go to Reports, Library Reports, and click Barcode Labels.

Call Number Prefixes & Catalog Maintenance

Call number prefixes are used to identify the same types of materials. Spine labels consist of the call number prefix followed by the first three letters of the author's last name. If last name is not available, use the title. Books are shelved numerically and/or alphabetically according to the prefix and suffix. Additional labels may be included to indicate genre and awards; however, this information is not included in the call number. It is recommended that reading level information be placed inside the cover of the book. See the following Position Statement on Labeling Books with Reading Levels from the American Association of School Librarians.

The following chart provides examples of common call number formatting.

Prefix	Description	Suffix
ART	Art Prints	1st 3 letters of artist's surname
AUD	Audiobooks, playaways etc.	1st 3 letters of author's surname
B or 92	Biography	1st 3 letters of biographee's surname
BB	Big Books	1st 3 letters of author's surname
BR	Book Room/Leveled Library	Guided Reading Level http://www.scholastic.com/bookwizard/
CD	Compact Discs (not audiobooks)	1st 3 letters of artist/performer's surname
CHI	Materials in Chinese if in separate section; otherwise use 491.58	E, FIC, or Dewey #; 1st 3 letters of author's surname
E	Picture Books and Easy Readers	1st 3 letters of author's surname
EQ	Equipment- Chromebooks, iPads, Kindles, cameras, computers, tablets etc.	Name of item. For example EQ IPAD, EQ CHROMEBOOK, EQ KINDLE
FIC	Fiction	1st 3 letters of author's surname
FRE	Materials in French if in separate section; otherwise use	E, FIC, or Dewey #; 1st 3 letters of author's surname

	448	
GER	Materials in German if in separate section; otherwise use 438	E, FIC, or Dewey #; 1st 3 letters of author's surname
KIT	Kits, text and audio sets, mixed materials, etc.	E, FIC, or Dewey #; 1st 3 letters of author's surname
MAG	Magazines if catalogued; otherwise use temporary barcodes	1st 3 letters of the magazine title
PR	Parent Resource Library	E, FIC, or Dewey #; 1st 3 letters of author's surname
PIC	Picture books (secondary)	1st 3 letters of author's surname
PRO	Professional materials	E, FIC, or Dewey #; 1st 3 letters of author's surname
REF	Reference	Dewey #; 1st 3 letters of author's surname
SPA	Materials in Spanish if in separate section; otherwise use 468	E, FIC, or Dewey #; 1st 3 letters of author's surname

It is recommended that inconsistent call numbers be edited quarterly. See a summary of call numbers in the collection by running the summary of circulation statistics. Go to reports, library, statistics section, collection statistics and select summary. Review call number prefixes to see if any in the list are inaccurate or no longer needed. Edit copies individually by editing copy information for a specific item or perform a Global Update to change prefixes of multiple items at one time. For example, change R to REF or F to FIC.

Circulation Procedures

Circulation policies and practices vary from school to school within the district, but should conform to the individual school's needs. In general, circulation procedures should provide for the easy accessibility and retrieval of materials and an accurate record of where materials are at all times. The length of time items may be borrowed is set at the school level and may be differentiated or extended for students, teachers, and staff members. Timely overdue notices are sent to all patrons. Consequences for the non-payment of fines and/or lost materials are developed at the school level in accordance with section 6152- Student Fees, Fines, and Charges of The School Board of Monroe County Bylaws & Policies.

The sharing of materials and resources with other sites in the district is encouraged. Media specialist/managers will communicate with each other to request and facilitate interlibrary loan (ILL).

Media specialists/managers will provide students, teachers, and staff members with username and password information as well as provide instruction for accessing eBooks, digital audiobooks, and checkout information.

Job Descriptions

Monroe County School District job descriptions for Media Manager and Media Aide are posted in the School Board of Monroe County Job Descriptions. In the pages following are a sample job description from the National Association of School Librarians (AASL) and the Role of the Media Specialist in Promoting the Use of Educational Technologies from the International Society for Technology in Education ISTE).

SAMPLE JOB DESCRIPTION
Title: SCHOOL LIBRARIAN

An Initiative of the American Association of School Librarians

Qualifications:

- A master's degree from a program accredited by the American Library Association (or from a master's level program in library and information studies accredited or recognized by the appropriate national body of another country) is the appropriate professional degree for school librarians.

- A highly qualified candidate will also hold appropriate state certification as a school librarian and have completed a teacher preparation program and/or educational degree.

Reports To: School library supervisor/department head" and building principal

Supervises: Paraprofessional(s) who comprise the school library staff, and, if applicable, volunteers and student assistants

Job Goals: To ensure that students and staff are effective users of ideas and information

To empower students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information

To instill a love of learning in all students and ensure equitable access to information

To collaborate with classroom teachers and specialists to design and implement lessons and units of instruction, and assess student learning and instructional effectiveness

To provide the leadership and expertise necessary to ensure that the school library program (SLP) is aligned with the mission, goals, and objectives of the school and the school district, and is an integral component of the learning/instructional program

ROLES AND RESPONSIBILITIES

Leader

As a leader the school librarian creates an environment where collaboration and creative problem solving thrive. The school librarian is an excellent communicator who instills enthusiasm in others by making them feel that they are important members of a team. Strong leaders foster an environment of creativity, innovation, and openness to new ideas, welcoming and encouraging input from others to create consensus. They anticipate future obstacles and continually retool to meet challenges. The school librarian demonstrates his or her role as a visible and active leader within the school community, an advocate for the SLP, and a professional member of the school library community by:

- serving on decision making teams in the school

- taking an active role in school improvement and accreditation activities

- benchmarking the SLP to school, state, and national program standards

- sharing expertise by presenting at faculty meetings, parent meetings, and school board meetings

- creating an environment that is conducive to active and participatory learning, resource-based instructional practices, and collaboration with teaching staff

- sharing with the learning community collaboratively developed and up-to-date district policies concerning such issues as materials selection, circulation, reconsideration of materials, copyright, privacy, and acceptable use

- encouraging the use of instructional technology to engage students and to improve learning, providing 24/7 access to digital information resources for the entire learning community

- collecting and analyzing data to improve instruction and to demonstrate correlations between the SLP and student achievement

- maintaining active memberships in professional associations

- remaining current in professional practices and developments, information technologies, and educational research applicable to school library programs

- advocating for school library programs and the guiding principles of the school library profession; the school librarian is an active, accessible, and informed proponent of the school library profession by:

  - advocating, communicating, and promoting opportunities to improve the profession

  - maintaining frequent and timely communication to stakeholders through the school and library website, parent newsletter, e-mail, and other formats, such as local cable access television, video/audio streaming, and on-demand video/podcasts

  - using local, state, national, and international school library data and research to engage support

  - writing articles and submitting regular reports providing evidence of what the library and school librarian do to prepare learners to be successful in the twenty-first century

  - maintaining an effective public relations program

  - demonstrating a commitment to maintaining intellectual freedom

  - promoting the ethical use of information

Instructional Partner

As an instructional partner the school librarian works with teachers and other educators to build and strengthen connections between student information and research needs, curricular content, learning outcomes, and information resources. The school librarian demonstrates his or her role as an essential and equal partner in the instructional process by:

- participating in the curriculum development process at both the building and district level to ensure that the curricula include the full range of literacy skills (information, media, visual, digital, and technological literacy) necessary to meet content standards and to develop lifelong learners

- collaborating with teachers and students to design and teach engaging inquiry and learning experiences and assessments that incorporate multiple literacies and foster critical thinking

- participating in the implementation of collaboratively planned learning experiences by providing group and individual instruction, assessing student progress, and evaluating activities

- joining with teachers and others to plan and implement meaningful experiences that will promote a love of reading and lifelong learning

- providing and planning professional development opportunities within the school and district for and with all staff, including other school librarians

Information Specialist

As information specialist, the school librarian provides leadership and expertise in the selection, acquisition, evaluation, and organization of information resources and technologies in all formats, as well as expertise in the ethical use of information. The school librarian ensures equitable access and responsible use of information by:

- In accordance with district policy, developing and maintaining a collection of resources appropriate to the curriculum, the learners, and the teaching styles and instructional strategies used within the school community

- cooperating and networking with other libraries, librarians, and agencies to provide access to resources outside the school

- modeling effective strategies for developing multiple literacies

- evaluating, promoting, and using existing and emerging technologies to support teaching and learning, supplement school resources, connect the school with the global learning community, communicate with students and teachers, and provide 24/7 access to library services

- providing guidance in software and hardware evaluation, and developing processes for such evaluation

- understanding copyright, fair use, and licensing of intellectual property, and assisting users with their understanding and observance of the same

- organizing the collection for maximum and effective use

Teacher

As a teacher, the school librarian empowers students to become critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information. The school librarian supports students' success by guiding them in:

- reading for understanding, for exposure to diversity of viewpoints and genres, and for pleasure

- using information for defined and self-defined purposes

- building on prior knowledge and constructing new knowledge

- embracing the world of information and all its formats

- working with peers in successful collaboration for learning

- constructively assessing their own learning and the work of their peers

- becoming their own best critics

Program Administrator

As program administrator, the school librarian works collaboratively with members of the learning community to define the policies of the school library program, and to guide and direct all activities related to it. The school librarian maximizes the efficiency and effectiveness of the school library program by:

- using strategic planning for the continuous improvement of the program

- ensuring that school library program goals and objectives are aligned with school and district long-range strategic plans

- using effective management principles, including the supervision of personnel, resources, and facilities, in developing and implementing program goals and objectives

- using evidence of practice, particularly in terms of learning outcomes, to support program goals and planning

- generating evidence in practice that demonstrates efficacy and relevance of the school library instructional program

- conducting ongoing action research and evaluation that creates data that is used to inform continuous program improvement

- supervising and evaluating support staff, which may include educational assistants, computer education assistants, volunteers, and student assistants

- preparing, justifying, and administering the school library program budget to support specific program goals

- establishing processes and procedures for selection, acquisition, circulation, resource sharing, etc. that assure appropriate resources are available when needed

- creating and maintaining in the school library a teaching and learning environment that is inviting, safe, flexible, and conducive to student learning

- selecting and using effective technological applications for management purposes

- participating in the recruiting, hiring, and training of other professionals, educational library assistants, students, and volunteer staff

- arranging for flexible scheduling of the school libraries to provide student accessibility to staff and resources at point of need

- ensuring equitable physical access to school library facilities by providing barrier-free, universally designed environments.

Terms of Employment: Teacher work year plus extended-year days

Evaluation: Performance of this job will be evaluated in accordance with district policies.

* In a large district

(Adapted with permission from Londonderry (NH) School District, © 2000; revised 2007.)

Affiliate L4L Coordinator Workgroup

Sara Kelly Johns, Lake Placid (NY) Middle/High School; School Library Media Section of the New York Library Association (SLMS/NYLA)

Kathleen McBroom, Dearborn (MI) Public Schools; Michigan Association for Media in Education (MAME)

Cassandra E. Osterloh, Queen of Heaven School, Albuquerque, NM; Advocacy for School Libraries Special Interest Group of the New Mexico Library Association (ASL-SIG/NMLA)

Jane Prestebak, Robbinsdale (MN) Area Schools; Minnesota Educational Media Association (MEMO)

The Role of School Librarians in Promoting the Use of Educational Technologies

School librarians perform an integral role in promoting the effective use of educational technologies in their schools.

About School Librarians

School librarians are professionals who hold teaching degrees, as well as librarian certification. School librarians may also be referred to as teacher-librarians or library media specialists.

School librarians are in unique positions within their schools because they:

- collaborate with all teachers in the building across grade levels and subject disciplines.
- work with all students throughout the students' academic careers.
- are instructional leaders in their schools who serve on curriculum, school improvement, and planning committees.
- frequently provide professional development to their colleagues in areas related to instructional and technology resources.
- teach a wide range of local, state, and national curriculum, information literacy, and technology standards, including all ISTE NETS standards.
- often serve as primary technology integration specialists in their buildings.

About School Libraries

Libraries support the curriculum, promote literacy development, and foster lifelong reading habits among children through the development of carefully selected print collections and the infusion of educational technology.

Libraries provide:

- a wealth of educational resources for students in the form of online databases; eBooks; audiobooks; online catalogs; creativity and research tools; and professionally vetted websites that are available at school and home.
- ready access to technology hardware, including computers, printers, assistive technologies for special needs students, presentation equipment, digital readers, and cameras, as well as a variety of specialized educational software and online applications.
- equitable access to technology for students of all income levels.
- flexible, broadly available access points for technology whether the school uses computer labs, portable devices, or a hybrid model.
- a location that encourages individual study, group collaboration, and large group presentations.

About School Librarians & Educational Technology

School librarians play a critical role in the infusion of educational technology in their schools. In particular, they:

- support the use of technology throughout the school by working closely with the school's technology coordinator or fill the role of the technology coordinator when a separate position does not exist.
- serve as information literacy and educational technology specialists in their schools.
- address educational technology and information literacy skills instruction embedded in the curriculum.
- provide technology training for teachers, administrators, and parents.
- work with teachers, counselors, and administrators to prepare students to succeed in higher education, the work place, and in society.
- help students develop important digital citizenry attributes to demonstrate responsible use of information and technology.
- provide leadership in the development of local information and technology literacy standards.

Educational Technology Issues Faced by School Librarians Today

In today's difficult economic times, many school districts have chosen to cut non-classroom teaching positions. These cuts run counter to a large body of research that indicates that a strong library program, staffed by certified school librarians, correlates with significantly greater student achievement. Short-term savings are obliterated by long-term consequences of denying students equitable access to educational resources and instruction provided by the school's information literacy specialists and technologists - school librarians. As schools close their libraries or staff them with non-certificated personnel, students lose access to professionally managed print and electronic resources. At an unprecedented time in history when students require development of complex information literacy and technology skills to succeed, a robust school library program is a prerequisite to success.

School librarian needs include:

- adequate funding for technology, including sufficient connectivity, electrical access, hardware, software, subscription databases, and online tools to equitably support research and inquiry-based learning.
- access to relevant professional development that supports them in maintaining currency in their knowledge of educational technology and its applications.
- funding and incentives to assist school districts in committing to staffing all school libraries with certified school library professionals and appropriate support staff.
- language in legislation that specifically highlights the inclusion of school librarians to ensure that these critical professional positions are not eliminated due to ambiguity and misinformed prioritization.

It is recommended that the head of the school library program be a certified educational media specialist who is responsible for developing, administering and implementing a full media program within the school. The media specialist will create and maintain a web page. The media specialist is trained to use the library media management and circulation program. The media specialist organizes a media committee within the school to assist with selection of materials, consult on challenged materials and help facilitate collaboration.

Student Aides

Student aides may be used in the Media Center. How these students are selected may differ from school to school. They are under the supervision of the media person. They will typically perform the following tasks:

- Shelving materials
- Keeping shelves and materials in order
- Circulating books and materials
- Straightening the media center
- Delivering materials
- Managing the computers
- Updating the library web page

Evaluation

Ongoing, regular assessment can be used to keep the library media program active, vital, and at the center of student learning. Program assessment is integral to the planning process. It is also essential to ensure that the program's missions, goals, and objectives stay current and student-centered and that the program is achieving them efficiently and effectively. Assessment is collaborative and based on sound principles related to learning and teaching, information literacy, and program administration. Above all, assessment focuses on how well the program fosters students' learning and their development into active, independent members of the learning community who use information effectively, creatively, and responsibly.

The Monroe County Evaluation Instrument and Professional Growth Plan (PGP) for media specialists are located in the EPIC folder.
- [Monroe County Media Specialist Evaluation Instrument](#) (PDF)
- [Monroe County Media Specialist PGP](#) (PDF)

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

- [ExC3EL - Evaluation Rubric](#) (PDF)
- [ExC3EL - Evaluation Rubric Scoring Sheet](#) (PDF)
- [ExC3EL - Improvement Plan](#) (PDF)

The Library Media Specialist provides leadership in assessing the information needs of the learning community and assessing how well each facet of the library media program meets those needs. In close collaboration with teachers, students, administrators, and other members of the learning community, the Library Media Specialist develops and implements an assessment cycle that guarantees continuing attention to the critical role of the program and its services within the school. The Library Media Specialist's assessment plan follows specific, formal steps to focus attention on a variety of issues: student learning, the place of the information literacy standards for student learning within the curriculum, the role of information technology in the school, the quality of the facilities and resources, and the quality and relevance of policies and procedures.

Assessment Goals for the School Library Media Specialist:
1. Remain current on all issues related to the use of information and information technology for learning and on methods and tools for assessing library media programs.
2. Collaborate with teachers, students, administrators, and others to develop and implement a comprehensive plan for identifying the information needs of the school community and assessing the program's role in meeting them.

3. Schedule regular, systematic data collection from a wide range of users and potential users of the library media program.
4. Use both quantitative and qualitative methods (e.g., both statistical information and observations and interviews) and both input and output measures to collect and analyze assessment data.
5. Make decisions based on the results of data analysis to develop plans and policies for the continuous improvement of the library media program.
6. Report the results of program assessment on a regular basis to teachers, students, administrators, and other community members.

Data Collection Sources to consider:
- SACS guidelines
- District generated data
- Year-end reports
- School surveys
- Automated Library Management System Reports
- Electronic media usage reports
- Documentation of Selecting/Weeding Library Media Materials and Equipment
- Consideration File
- Media Activities supporting Reading and Literacy
- Collection Development Plan
- Letters, Memos, Forms
- Needs Assessment Surveys
- Interlibrary Loan Reports
- Acquisition Records
- Observation Reports
- Conference Notes
- SIP data
- Professional journals and books

Professional Development

Media specialists/managers will meet twice per year unless otherwise stated. These meetings will contain required professional development regarding planning and preparation, the learning environment, delivery of service, and professional responsibilities. A media specialist PLC will be available and meet monthly to facilitate sharing and to address individual professional development goals. A needs assessment will be conducted to determine priorities. The media lead will organize and facilitate PD opportunities.

Online Resources for Professional Development
www.pd360.com Edivate- MCSD Library Media PLC group
https://www.follettsoftware.com/login/ Access Follett eLearning Modules & Videos Use the following link to set up an account.
http://www.floridamediaed.org/ Florida Association for Media in Education Webinars

Selection Policy

Philosophy and Objectives

Instructional materials are selected to enrich and support the educational program for the student. Materials must serve both the breadth of the curriculum and the needs and interests of the individual students. The district is obligated to provide for a wide range of abilities and to respect the diversity of many differing points of view. To this end, principles must be placed above personal opinion and reason above prejudice in the selection of materials of the highest quality and appropriateness.

On the school level, the main objective of our selection procedure is to provide students with a wide range of educational materials on all levels of difficulty and in a variety of formats, with diversity of appeal, allowing for the presentation of many different points of view.

The objective of the media center is to make available to faculty and students a collection of materials that will enrich and support the curriculum and meet the needs of the students and faculty served.

Responsibility for Selection

While selection of materials involves many people, including administrators, supervisors, teachers, library media specialists, students, and even community residents, the responsibility for coordinating and recommending the selection and purchase of library media materials should rest with the certificated library media personnel. Responsibility for coordinating the selection and purchase of textbooks and other classroom materials may rest with appropriate department chairpersons or with textbook or media evaluation committees.

In accordance with the criteria identified in Section 2520a- Selection of Instructional Materials & Equipment of The School Board of Monroe County Administrative Procedures, the following will be used as they apply:

1. Learning resources shall support and be consistent with State Standards, the educational goals of Monroe County School District, and the aims and objectives of individual schools and specific courses.
2. Learning resources shall meet high standards of quality in factual content and presentation, i.e. are current, valid, and appropriate.
3. Learning resources shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of the students for whom the materials are selected.
4. Physical format and appearance of learning resources shall be suitable for their intended use.
5. Learning resources shall be designed to help students gain an awareness of our multicultural society.

6. Learning resources shall be designed to motivate students and staff to examine their own duties, responsibilities, rights, and privileges as participating citizens in our society, and to make informed judgments in their daily lives.
7. Learning resources shall be selected for their strengths rather than rejected for their weaknesses.
8. The selection of learning resources on controversial issues will be directed toward maintaining a diverse collection representing various views. (Section 2240-Controversial Issues, The School Board of Monroe County Administrative Procedures)
9. Learning resources shall clarify historical and contemporary forces by presenting and analyzing conflict objectively and by placing emphasis on recognizing and understanding social and economic problems.
10. The selection of learning resources shall include favorable reviews, recommendations, or professional examinations of materials.

The following recommended lists may be consulted in the selection of materials, but selection is not limited to their listings:

Book Lists for Children, American Library Association Recommended Reading

- ALSC Recommended books The Association for Library Service to Children promotes reading and books through recommendations, compilations of lists, and related services.
- Batchelder list of winners The Batchelder Award is given to an American publisher for a children's book considered to be the most outstanding of those books originally published in a foreign language in a foreign country, and subsequently translated into English and published in the United States.
- Belpré Medal Winners Established in 1996, this award is presented to a Latino/Latina writer and illustrator whose work best portrays, affirms, and celebrates the Latino cultural experience in an outstanding work of literature for children and youth.
- Booklist Reader - Children's Literature A blog published by Booklist Publications, a part of the American Library Association, that reviews books and provides suggestions of programs for children and tweens.
- Caldecott Medal Winners and Honors This award is given by the Association for Library Service to Children, a division of the American Library Association, to the artist of the most distinguished American picturebook for children.
- Coretta Scott King Awards list A complete list of the Author, Illustrator, John Steptoe, and Virgina Hamilton winners (and honor books where appropriate). Given to African American authors and illustrator for outstanding inspirational and educational contributions, the Coretta Scott King Book Award titles promote understanding and appreciation of the culture of all peoples and their contribution to the realization of the American dream.
- Geisel Award Winners The list of all winner and honor books from 2006 to present. The Geisel Award is given annually to the author(s) and illustrator(s) of the most

distinguished American book for beginning readers published in English in the United States.

- Newbery Medal Winners & Honors list Complete list of winner and honor books from 1922 to present. This award is given annually by the Association for Library Service to Children, a division of the American Library Association, to the author of the most distinguished contribution to American literature for children.
- Notable Children's Books Each year a committee of the Association for Library Service to Children (ALSC) identifies the best of the best in children's books. According to the Notables Criteria, "notable" is defined as: Worthy of note or notice, important, distinguished, outstanding. As applied to children's books, notable should be thought to include books of especially commendable quality, books that exhibit venturesome creativity, and books of fiction, information, poetry and pictures for all age levels (birth through age 14) that reflect and encourage children's interests in exemplary ways.
- Sibert Medal winners The complete list of winner and honor books from 2001 to present. The Robert F. Sibert Informational Book Award is awarded annually to the author(s) and illustrator(s) of the most distinguished informational book published in English during the preceding year. Information books are defined as those written and illustrated to present, organize, and interpret documentable, factual material for children.

Book Lists for Young Adults and Teens, American Library Association Recommended Reading

- Best Fiction for Young Adults YALSA's Best Fiction for Young Adults Committee presents fiction titles published for young adults in the past 16 months that are recommended reading for ages 12 to 18. The purpose of the annual list it to provide librarians and library workers with a resource to use for collection development and reader's advisory purposes.
- Great Graphic Novels Great Graphic Novels for Teens is a list of recommended graphic novels and illustrated nonfiction for those ages 12-18, prepared yearly by YALSA.
- Morris Winners list List of Morris winner and finalists from 2009 to present (scroll to the bottom of the page to view the list links). The William C. Morris Award honors a book written for young adults by a first-time, previously unpublished author.
- Outstanding Books for the College Bound The books on this list offer opportunities to discover new ideas, and provide an introduction to the fascinating variety of subjects within an academic discipline. Readers will gain an understanding of our diverse world and build a foundation to deepen their response to that world. A YALSA committee of public, secondary school, and academic librarians selects the list. Revised every five years as a tool for several audiences (students preparing for college, educators, librarians, and parents) it offers opportunities for independent reading and lifelong learning. Use it to round out your reading as you prepare for college entrance exams and courses, to strengthen your knowledge in a variety of subject areas and enhance appreciation for different cultures and times.

- Popular Paperbacks for Young Adults Each year, the Popular Paperbacks committee creates lists of books to encourage young adults to read for pleasure. The lists of popular or topical titles are widely available in paperback and represent a broad variety of accessible themes and genres.
- Printz Winner and Honor books This is an award for a book that exemplifies literary excellence in young adult literature. A complete list of Printz winner and honor books from 2000 to present (scroll to the bottom of the page to see the links to the lists).
- Quick Picks for Reluctant Young Adult Readers The Quick Picks for Reluctant Young Adult Readers list identifies titles aimed at encouraging reading among teens who dislike to read for whatever reason. The list selects both fiction and nonfiction.
- YALSA's Best of the Best Find the best books and media for youth each year through YALSA's Best of the Best! We'll also offer downloadable spine labels, customizable bookmarks, and more tools for librarians to use to promote the very best in teen books to teens in their communities.
- YALSA's Teens' Top Ten The Teens' Top Ten is a "teen choice" list, where teens nominate and choose their favorite books of the previous year! Nominators are members of teen book groups in fifteen school and public libraries around the country.
- YA Nonfiction winners and finalists The complete list of winners and finalists from 2010 to present (scroll to the bottom of the page to see the links). The YALSA (Young Adult Library Services Association, a division of ALA) Award for Excellence in Nonfiction honors the best nonfiction book published for young adults (ages 12-18)

Florida Lists

- Florida Reading Association
- Sunshine State Young Readers Award Jr.
- Sunshine State Young Readers Award
- Florida Teens Read

Content Area & Themes

- Outstanding Science Trade Books for Students, NSTA
- Notable Social Studies Trade Books, NCSS
- Children's Book Council Seasonal Showcase- features quarterly thematic reading lists for all ages

The following kinds of material should be selected for the media center:

1. Materials integral to the instructional program.
2. Materials appropriate for the reading level and understanding of students in the school.
3. Materials reflecting the interests and needs of the students and faculty served by the media center.

4. Materials warranting inclusion in the collection because of their literary and/or artistic value and merit.
5. Materials presenting information with the greatest degree of accuracy and clarity possible.
6. Materials representing a fair and unbiased presentation of information. In controversial areas, the media specialist, in cooperation with the faculty, should select materials representing as many shades of opinion as possible, in order that varying viewpoints are available to students.

Procedures

1. Recommendations for purchase involve administrators, teachers, students, district personnel, and community persons, as appropriate.
2. Gift materials shall be judged by the selection criteria and shall be accepted or rejected by those criteria. (Section 7230- Public Gifts to the District, The School Board of Monroe County Administrative Procedures)
3. Selection is an ongoing process that should include how to remove materials no longer appropriate and how to replace lost and worn materials still of educational value.
4. Requests, suggestions, and reactions for the purchase of instructional materials shall be gathered from staff to the greatest extent possible and students when appropriate.
5. Reviews of proposed acquisitions will be sought in the literature of reputable professional organizations and other reviewing sources recognized for their objectivity and wide experience.
6. Materials will be examined by professional staff to the extent necessary or practicable to apply criteria.
7. Audio visual materials and films will be purchased using the same criteria as books using professional review sources when possible. All media will conform to curriculum standards.
8. Materials for media centers will be selected by the professional media staff at each school with due regard to suggestions from the faculty, parents, and students. Final selection is made by the media specialists of the school in which the center is housed. Professionally recognized reviewing periodicals, standard catalogs, and other selection aids are used by the media specialists and the faculty to guide them in their selection.

Intellectual Freedom

The First Amendment to the United States Constitution states that: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceable to assemble, and to petition the Government for a redress of grievances." The principles of intellectual freedom are inherent this amendment and are expressed in the American Library Association's *Library Bill of Rights*, a copy of which is appended to and made a part of this policy. The school board subscribes in principle to both statements. If instructional materials are questioned, the principles of intellectual freedom should be

defended rather than the materials. In the event of a challenge to library materials the following procedures must be followed:

- All challenges of material to staff members shall be reported to the building principal involved, whether received by telephone, letter, or in personal conversation.
- The principal or his/her designee shall contact the complainant to discuss the complaint and attempt to resolve it informally by explaining the philosophy and goals of the school district and/or the library media center.
- If the complaint is not resolved informally, the complainant shall be supplied with a packet of materials consisting of the Monroe County School District Media Center Selection Policy statement and the procedure for handling objections. This packet also will include a standard printed form, which shall be completed and returned before consideration will be given to the complaint.
- If the formal request for reconsideration has not been received by the principal within two weeks, it shall be considered closed. If the request is returned, the reasons for selection of the specific work shall be reestablished by the appropriate staff.
- In accordance with statement of philosophy, no questioned materials shall be removed from the school pending a final decision. Pending the outcome of the request for reconsideration, however, access to questioned materials can be denied to the child (or children) of the parents making the complaint, if they so desire.
- Upon receipt of a completed objection form, the principal in the building involved will convene a committee of five to consider the complaint. This committee shall consist of a representative from the District, and four people from the school involved: the principal, the Library Media Specialist, a teacher (perhaps the reading specialist), and a parent or community representative. Principals may appoint a student to serve on the committee.
- The committee shall meet to discuss the materials, following the guidelines set forth in "Instructions to Reconsideration Committee," and shall prepare a report on the material containing its recommendations on disposition of the matter.
- The principal shall notify the complainant of the decision and send a formal report and recommendation to the Superintendent. In answering the complainant, the principal shall explain the book selection system, give the guidelines used for selection, and cite authorities used in reaching decisions. If the committee decides to keep the work that caused the complaint, the complainant shall be given an explanation. If the complaint is valid, the principal will acknowledge it and make recommended changes.
- If the complainant is still not satisfied, he or she may ask the Superintendent to present an appeal to the Board of Education, which shall make a final determination of the issue. The Board of Education may seek assistance from outside organizations such as the American Library Association, the Association for Supervision and Curriculum Development, etc., in making its determination.

http://www.ala.org/bbooks/challengedmaterials/support/hearing

Instructions to the Reconsideration Committee

Bear in mind the principles of the Freedom to Read statement that follows and base your decision on these broad principles rather than on defense of individual materials. Freedom of inquiry is vital to education in a democracy.

Study thoroughly all materials referred to you and read available reviews. The general acceptance of the materials should be checked by consulting standard evaluation aids and local holdings in other schools.

Passages or parts should not be pulled out of context. The values and faults should be weighed against each other and the opinions based on the materials as a whole.

Your report, presenting both majority and minority opinions, will be presented by the principal to the complainant at the conclusion of your discussion of the questioned material.

Freedom to Read Statement:

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a

heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

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.

We therefore affirm these propositions:

1. *It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.*

   Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. *Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.*

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

3. *It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.*

No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

4. *There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.*

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

5. *It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.*

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

6. *It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.*

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to

determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

7. *It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one; the answer to a "bad" idea is a good one.*

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

Request for Reconsideration of Media

The Monroe County School District has delegated the responsibility for selection and evaluation of library/educational resources to the school library media specialists, and has established reconsideration procedures to address concerns about those resources. Completion of this form is the first step in those procedures. If you wish to request reconsideration of school or library resources, please return the completed form to the principal of the school site which houses the materials in question.

Name _____   Date _____

Address _____   City _____

State _____   Zip _____

Phone _____

Do you represent self? _____   Organization? _____

1. Resource on which you are commenting: ____ Book ____ Textbook ____ Video ____ Display____ Magazine ____ Library Program ____ Audio Recording ____ Newspaper ____ Electronic ____ Other _____

    Title

    _____

    Author/Producer

    _____

2. What brought this resource to your attention?

    _____

3. Have you examined the entire resource? _____

4. What concerns you about the resource? (use other side or additional pages if necessary)

5. Are there resource(s) you suggest to provide additional information and/or other viewpoints on this topic?

6. To what so you object? (Please be specific; cite pages, passages, frames, etc.)_____

    _____

7. What do you feel might be the result of reading, viewing, or hearing this material?_____

    _____

    _____

8. For what age group would you recommend this material?_____

9. What would you like your school to do about this material_____

    _____

    Please use additional pages if necessary.

    Signature_____

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

Checklist for Reconsideration of Library Material – Fiction and Other Literary Forms

Title_____

Author_____

What is the purpose, theme or message of the material: How well does the author/producer/composer accomplish this purpose?

If the story is fantasy, is it the type that has imaginative appeal and is it suitable for children? Young adults? What age group would you recommend?

Will the reading or viewing or listening to this material result in a more compassionate understanding of human beings?

Does it offer an opportunity to better understand and appreciate the aspirations, achievements and problems of various minority groups?

Are any questionable elements of the story an integral part of a worthwhile theme or message?

Does a story about modern times give a realistic picture of life as it is now?

When factual information is part of the story, is it presented accurately?

Is prejudicial appeal readily identifiable by the potential reader?

Are concepts presented appropriate to the ability and maturity of the potential readers?

Do characters speak in a language true to the period and section of the country in which they live?

Does the material offend in some special way the sensibilities of a specific group by the way it presents either the chief character or any of the minor characters?

Is there preoccupation with sex, violence, cruelty, brutality, and aberrant behavior that would make this material inappropriate?

If there is use of offensive language, is it appropriate to the purpose of the text for children? For young adults?

Are the illustrations appropriate and in good taste?

Are the illustrations realistic in relation to the story?

Reviews

Additional comments:

Recommendation for treatment of challenged material:

Signatures:

Checklist for Reconsideration of Library Material - Nonfiction

Title_____

Author_____

What was the overall purpose of the materials?

Is the purpose accomplished?

Is the author competent and qualified in the field?

What is the reputation and significance of the author and publisher in the field?

Is the material up-to-date?

Are sources well documented?

Are translations and retellings faithful to the original?

Does the material promote the educational goals and objectives of the curriculum of Monroe County School District?

Is it appropriate to the level of instruction intended?

Are the illustrations appropriate to the subject and age levels?

Is the content of this material well presented by providing adequate scope, range, depth, and continuity?

Does this material present information not otherwise available?

Does this material give a new dimension or direction to its subject?

Reviews:

Additional comments:

Recommendation for treatment of challenged materials:

Signatures:

Sample Letter to Complainant

Dear:

We appreciate your concern over the use

of_____ in our school
district. The district has developed procedures for selecting materials, but realizes
that not everyone will agree with every selection made.

To help you understand the selection process, we are sending copies of the
district's:

1. Materials Selection Policy statement
2. Procedure for Handling Objections

If you are still concerned after you review this material, please complete the
Request for Reconsideration of Material form and return it to me. You may be
assured of prompt attention to your request. If I have not heard from you within
two weeks, we will assume you no longer wish to file a formal complaint.

Sincerely,

Principal

Maintenance

Inventory

An annual inventory of library materials and equipment is required (section 7450- Annual Inventory, The School Board of Monroe County). The inventory will compare the physical count of the marked (tagged) property items with the property record. All discrepancies will be listed, traced, and reconciled to the satisfaction of the Custodian.

An accurate inventory will reveal an exact account of the resources at hand. It is useful for many reasons: to indicate missing or lost materials, to reveal numerical strengths and weaknesses in the collection, to identify materials in need of repair, and to serve as a vital part of the process of weeding the collection.

Inventory procedures must be adapted to what works best at each school.

Inventory may be done at one time, either at the beginning or end of the year or periodically throughout the year.

It is recommended that circulation of library material cease at least two weeks before the students are finished for the year to allow time to contact those who do not return their books. Graduating students should return materials early because of the need to clear for graduation (section 6152- Student Fees, Fines, and Charges, The School Board of Monroe County Bylaws & Policies).

Recommended Inventory Procedure

1. It is helpful to have books in proper order, but not necessary, since most automated systems do not require this. Follow steps for starting and completing an inventory in Destiny Help.

2. Remove any books which should be weeded.
    Remove any books needing repair.
    Remove any books not included in the database.
    Remove any books that need to be rebound or replaced.

3. Search all files after inventory --- circulation, missing, lost and paid, mending, ILL, withdrawn students owing, etc.

4. Keep records of books missing to determine the need for replacement. It might be helpful to keep a list of books needing to be replaced in an "Order Consideration" file.

6. Generate reports, check and recheck as needed.

Weeding Policy

Weeding, collection renewal, collection reevaluation - no matter what you call it, is a conscious, continual, and essential component of a well-planned and maintained media center. Weeding is important for a number of reasons including it:

- improves access to a library's resources,
- helps maximize the finite space in the library,
- shows how the media center is continually evolving and reflects changes and trends in the information needs of its users and changes in the information itself, (specifically with respect to informational text),
- allows media specialists to reevaluate their collections,
- allows the media specialist to discard materials that are no longer relevant to their collections.

The professional judgment of a qualified media specialist is important in carrying out the weeding process. It should be done gradually but continually, more like pruning than weeding, throughout the year. This is especially important in the non-fiction collection due to the rapid change in informational materials. The media specialist can use the suggestions listed below or visit professional websites, for example the American Library Association, http://www.ala.org. It is important to note that it is not the total number of items in a media center that is important, rather it is the quality and relevancy of the materials. Many media centers use the CREW method, devised by the Texas State Library and Archive Commission, the CREW (**C**ontinuous **R**eview, **E**valuation, and **W**eeding) method suggest evaluating books by *year of copyright*, *last use*, and *condition*, all of which are factors to consider when weeding. Additionally, the MUSTY acronym is:

M	**Misleading** information in non-fiction material, dated fiction, obsolete information, material containing racial, cultural or sexual stereotyping.
U	**Ugly** condition of books and materials, including antiquated appearance, damaged, worn-out, frayed, or dirty. Also includes materials that cannont be mended or rebound.
S	**Superseded** material by a later editions, better editions, duplicate copies, or dated almanacs, encyclopedias, etc., is obsolete.
T	**Trivial:** was of importance to the collection in the past, has no discernible literary or scientifict merit or entertainment value, or inappropriate for current patrons.
Y	**Your collection** has no more use for the material, it is irrelevant to the current needs and interest of the patrons, or has no use for student, teacher, or community, or is obsolete. The demographics of your patrons have changed.

Media specialists have a professional responsibility to provide our patrons with the best resources possible. By using both *CREW* and *MUSTY* the bulk of weeding decisions can be made. It is important to note that space in a media center is finite. With the explosion of information technology, it is imperative to continually review collections in order to

keep the space in a media center used efficiently. So what are some other positive outcomes of a well-thought out and researched weeding policy?

1. relieves overcrowding
2. creates space
3. provides an inviting aesthetic environment
4. is inviting for patrons
5. allows for a variety of open spaces for recent acquisitions
6. provides additional reading spaces

As important as it is to know what and how often to weed, it is of equal importance to note that there may be some special circumstances that would suggest the materials be kept. For example, a fiction book may appear to be a candidate for weeding, it may look old but by checking the number of checkouts in Destiny, it may be an item that is popular and should be kept. Consideration should be given to perhaps purchase a more recent edition of the title, but that would be at the discretion of the media specialist.

A digital collection analysis is performed annually to evaluate the collection and determine priorities. Follow directions in Destiny Help to upload the collection to Titlewave and access the analysis reports.

Methodology: there are a number of ways that a media specialist can discard books that they have weeded. It is imperative to remove the title from circulation. This is done in Destiny. Once the title is removed from circulation, it should be noted on the actual item. For example, it could be marked as "discard" or "out of circulation." Suggestions for actually discarding the materials include donating, giving to patrons, put in the recycling bin, or throw away. Note: any items with district coding should be discarded by sending items to Key West using the Property Transfer Form.

Other eco-friendly ideas:

- Contact Better World Books: Donation requests are reviewed and determined on a case-by-case basis. Send a note to help@betterworldbooks.com which includes the following: full contact information (full name, organization and department name, address, phone, email, etc.), type/titles needed, quantity desired, and project this is related to. Someone will contact you when they've had a chance to review your request.
- Contact the Association of American Publishers about being added to its Book Donation Initiative page, a list of groups needing book donations.
- Complete the University of Buffalo Libraries International Donations Form to be added to their list of groups needing book donations
- Complete the shipment application of the International Book Project, Inc. of Lexington, Kentucky, which has a local donation program for those in the USA.

References:

Doll, C. A and Barron, P. (2002). *Managing and Analyzing Your Collection: A Practical Guide for Small Libraries and School Media Centers.* ALA (www.alastore.ala.org).

Dickinson, G. (2005). *Crying Over Spilled Milk.* Library Media Connection (www.http://www.linworth.com/pdf/lmc/reviews_and_articles/featured_articles/Dickinson_April_May2005.pdf).
Ford, D.B. (2015). To Weed or Not to Weed? Criteria to ensure that your nonfiction collection remains up to date. http://www.slj.com/2015/09
CREW: A Weeding Manual for Modern Libraries (2012).
http://www.tsl.state.tx.us/ld/pubs/crew Texas State Library and Archives Commission

Suggested readings:

Tips for Weeding Library Collections:
http://www.libsuccess.org/Weeding_Library_Collections

Collection Guidelines by Dewey Class

000   One new encyclopedia set at least every 2 -3 years—Almanacs every year. Consider electronic versions.

100   Try to keep abreast of popular topics. Value determined mainly by use.

200   Try to have something up-to-date on each religion represented by a church, synagogue, or other assembly in your community.

300   See that controversial issues are represented from all views and that information is current, accurate and fair.

310   Seldom of much use after two years; add one, discard one every year.

400   Discard old-fashioned and unappealing textbooks and school grammars. Need only stock dictionaries for languages being studied or spoken in community.

500   Keep basic works of significant historical or literary value

600.   Keep cookbooks unless very little used.
Books on collectables should be kept current.
Technology is making such rapid advances that any material over 3 years is to be viewed with suspicion. One major exception: repair manuals for older cars and appliances should be kept in your community.

700   Retain basic technique books if well illustrated. Check closely for out-dated techniques and equipment in photography. If in doubt, check with local photography clubs. Keep all basic materials especially histories of art and music, until worn and unattractive.

800   Keep basic materials, especially criticism of classic writers.

900   Demand accuracy of facts and fairness of interpretation. Keep abreast of political changes and update books on countries when warranted.

BIO   Unless the person treated is of permanent interest or importance, such as a U. S. President, discard a biography as soon as demand lessens. This rule especially applies to ghost –written biographies of faddish celebrities. Poor quality biographies of major figures should be replaced with better ones.

PERIODICALS
        Schools should subscribe to online research databases that include a variety of journals and periodicals. If your school subscribes to hard copies of journals and periodicals, it is a good idea, space permitting, to keep back issues of news periodicals in particular (Newsweek, Time, US News & World Report, etc.) for 1 year.

VERTICAL FILE
        Weed vigorously at least once a year. Date all materials when added to file.

COLLEGE CATALOGS
        Keep current. Discard yearly.

AV MATERIAL
        Discard worn out, out of date, and rarely used material. Weeding of these materials must be done as carefully and cautiously as the initial selection and acquisition, since these items tend to be expensive.

LOCAL HISTORY
        Retain all books on the history and geography of the city and county. Retain newsworthy articles from local newspapers. Retain all accounts of travels through your immediate areas: all memoirs of local figures and all local city directories. Keep most books by local authors (if of any literary value); and some genealogies of important families. If local history materials begin to wear make them non- circulating.

CREW: A Weeding Manual for Modern Libraries. http://www.tsl.state.tx.us/ld/pubs/crew
Texas State Library and Archives Commission

Skills Instruction & Technology Integration

The preferred method of media instruction is through collaboration using an open and flexible library schedule.

Information Literacy: FINDS - Florida's Library Media Research Model

- **Focus** on information need
- **Investigate** resources to search for answer
- **Note** and evaluate facts and ideas to answer the question
- **Develop** information into knowledge for presentation
- **Score** presentation and search process

FINDS, Florida's Library Media Research Model, incorporates research skills that are imbedded in the Florida Standards and provides a framework for the application of these standards through a sequential research process. By making use of a wide range of learning resources and the collaborative efforts of the classroom teacher and school librarian, students learn inquiry-based skills that are applicable across disciplines. Consequently, students acquire the dispositions and competencies needed to function successfully in this demanding, information-intense, technology-driven world.

- [Library Media Specialist Summary](#) (PDF)
- [Student Handout](#) (PDF)

READS

- **R**ead (as a personal activity)
- **E**xplore (characteristics, history and awards of creative works)
- **A**nalyze (structure and aesthetic features of creative works)
- **D**evelop (a literary-based product)
- **S**core (reading progress)

One of the goals of the school library media program is to provide intellectual and physical access to a broad range of literature and informational reading materials for personal pleasure and curriculum support. Library media programs aggressively support reading through a variety of promotional and instructional strategies that are carefully crafted to meet the unique needs of learners at each developmental stage. Additionally, the library instructional and promotional activities are collaboratively planned with

classroom teachers so that the concepts and skills taught in the classroom are reinforced, enriching the learning experience.

- [READS - Read Chart](#) (PDF, 28KB)
- [READS - Explore Chart](#) (PDF, 33KB)
- [READS - Analyze Chart](#) (PDF, 28KB)
- [READS - Develop Chart](#) (PDF, 32KB)
- [READS - Scores Chart](#) (PDF, 28KB)
- [READS - 6th Grade Summary](#) (PDF, 28KB)
- [READS - 7th Grade Summary](#) (PDF, 28KB)
- [READS - 8th Grade Summary](#) (PDF, 27KB)
- [READS - 9-10th Grade Summary](#) (PDF, 27KB)
- [READS - 11-12th Grade Summary](#) (PDF, 28KB)
- [READS- AASL and Florida Standards](#) (PDF, 186KB)

Standards and Technology Matrices for ELA

The purpose of the matrices is to match up pertinent technology tools useful in instruction for specific, technology-related ELA standards. All ELA standards are not included. These tools are mentioned as suggestions and not requirements for teaching these or any other standards.

- K-5
  - [Kindergarten](#) (PDF)
  - [Grade 1](#) (PDF)
  - [Grade 2](#) (PDF)
  - [Grade 3](#) (PDF)
  - [Grade 4](#) (PDF)
  - [Grade 5](#) (PDF)
- 6-8
  - [Grade 6](#) (PDF)
  - [Grade 7](#) (PDF)
  - [Grade 8](#) (PDF)
  - [Grades 6-8](#) (PDF)
- 9-12
  - [Grades 9-10](#) (PDF)
  - [Grades 11-12](#) (PDF)

Copyright

The School District requires its staff and students to use copyrighted works only to the extent that the law permits. In order to help the staff and students abide by the laws set forth in Title 17 of the United States Code, the Superintendent shall provide administrative procedures regarding the copying and distribution of copyrighted materials for instructional purposes and for the appropriate use of copyrighted material on the Board's web site. (Section 2531-Copyrighted works, The School Board of Monroe County Administrative procedures).

Resources for teaching copyright and ethical use of information

Teaching Copyright https://www.teachingcopyright.org/
Copyright with Cyberbee http://www.cyberbee.com/copyrt.html
Permission Request Template by David Warlick, Landmark Schools Project
http://www.landmark-project.com/permission1.php

Library Media Programs

Superintendent Ultimate Reader's Award (SURA)

The Superintendent Young Reader's Award is an annual reading program recognizing students who read outside the instructional day. The Superintendent presents these awards in conjunction with the school administration and media staff. The requirements may be subject to change and the dates are changed annually. See Appendix A for current program guidelines.

Appendix A

Superintendent's Ultimate Reader's Award Guidelines

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