

BEAUFORT COUNTY SCHOOL DISTRICT  
LIBRARY MEDIA SPECIALISTS  
POLICIES AND PROCEDURES MANUAL

Revised by  
The Beaufort County School District  
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**BCSD SLMS Policies and Procedures Manual**  
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## PHILOSOPHY

### Purpose of the Policies and Procedures Manual

The purpose of this policies and procedures manual is to provide a guide for the operation of the Beaufort County School District (BCSD) school library media center programs. This manual was created in 2008 and will be revised as necessary.

### Mission Statement

The mission of the BCSD Library Media Centers is to ensure that students and staff are effective users of ideas and information and to promote activities which encourage life-long reading and learning skills.

*(Information Power, Building Partnerships for Learning, by American Association of School Librarians & Association for Educational Communications and Technology, 1998)*

### Belief Statements

- The school library media program supports, supplements, and complements the educational program of the school.
- The purpose of the school library media program is to promote information literacy so that all students may become life-long learners.
- The school library media program will function as the information and technology center of the school.

### Goals of the Beaufort County School District Library Media Centers

The goals of the library media programs are:

- To provide materials and services appropriate to the curriculum of the school.
- To provide materials and services that meet the information and recreational library needs of the learning community.
- To provide opportunities for collaboration between the library media specialist and classroom teachers to incorporate information literacy into instruction.
- To provide age and developmentally appropriate resources in all formats to meet the information needs of varied users.
- To promote information and media literacy.
- To implement the integration of the library media program into the curriculum through collaboration among all members of the school community—teachers, students, parents, and administrators.

## LIBRARY MEDIA CENTER PROGRAMS AND STAFF

### South Carolina School Library Media Program Standards

Standards, including guidelines, requirements and recommendations, are described in the state document *Achieving Exemplary School Libraries*. For access, go to [http://martha.alewine.googlepages.com/Achieving\\_Exemplary\\_School\\_Libraries.doc](http://martha.alewine.googlepages.com/Achieving_Exemplary_School_Libraries.doc).

### Standards for School Library Resource Core Collections

In accordance with the South Carolina Department of Education's standards for school libraries, the following levels—emerging, proficient, and exemplary—should be used as a measurement for evaluating the school library resource collection. The results of the evaluation should be used for long-range planning to establish goals for collection development. All schools regardless of enrollment or grades served should use these core collection standards for collection development and evaluating the library resource collection.

### Library Media Center Staff

All school library media specialists employed by BCSD shall be fully certified library media specialists through the South Carolina Department of Education, Office of Teacher Certification <http://www.scteachers.org/cert/index.cfm>. The library media specialist will encourage the principal to support the library media program with sufficient classified staff based on usage records, monthly reports, and teacher requests for materials and services.

The minimum staffing requirements set forth by the Southern Association of Colleges and Schools (SACS) and the American Association of School Librarians are available on-line at <[http://www.ala.org/aasl/positions/ps\\_schoolmedia.html](http://www.ala.org/aasl/positions/ps_schoolmedia.html)> and those specified in *Achieving Exemplary School Libraries*, from the South Carolina Department of Education website < <http://martha.alewine.googlepages.com> >.

Library Media Services staffing descriptions are located in Appendix A.

### Professional Standards for School Library Media Specialists

Library Media Specialists are expected to exemplify the professional standards in the document: *The South Carolina System for Assisting, Developing, and Evaluating Professional Teaching (ADEPT): Performance Dimensions for Library Media Specialists*, which is available on-line at <http://www.scteachers.org/SCTeachers/Adept/specarea.htm>.

### ADEPT Performance Standards For Library Media Specialists.

For access, go to <http://martha.alewine.googlepages.com/adeptforlibrarymediaspecialists>

## **DAILY OPERATION**

### **Library Media Center Hours of Operation**

All library media centers in Beaufort County School District shall be open before and after regular school hours.

### **Circulation Desk Operation**

All library media centers use Follett's Destiny as their circulation and OPAC (Online Public Access Catalog) system. All library media center materials will be barcoded. All circulating materials will be checked out before being taken from the library media center.

### **Circulation Policies**

- Circulation information must be kept confidential.
- Each school's circulation policy will be explained to all patrons before they check out materials.
- Materials will be checked out manually in the case of technological malfunctions or account unavailability.
- All personnel must be properly trained on the circulation software before checking materials in and out.
- Individual schools develop policies with their bookkeeper to determine procedures for payments, receipts, and refunds of lost materials.

### **Materials Checkout Policy for Students**

- The number and type of materials any one student may borrow is determined by the individual school.
- It is recommended that materials checked out by parents be checked out under their student's name.
- The loan period for a material is determined by the individual school.
- Overdue fines will not be charged.
- The charge for damaged materials will be determined by the individual school.
- It is recommended that the charge for a lost material be based on the price listed in the MARC record.
- BCSD students with overdue materials will have restricted library privileges until the materials are returned or payment is received.

### **Materials Checkout Policy for Teachers**

- Teachers will be given unlimited loan of materials and equipment to support and enhance their curriculum. Any abuses of this privilege will be brought to the attention of the principal.
- Equipment is checked out for in-school use only.
- If a teacher needs to take the equipment off the campus, he or she must get permission from the principal.
- Equipment return policies will be determined by the individual school.
- Teachers are expected to secure equipment in their classroom if keeping overnight.

### **Student Rules for Library Media Center Use**

- Students will be required to have a pass to use the library media center on their own during the school day.
- Only students with current AUP's on file may use BCSD computers. Student use of computers is for academic purposes only.

### **Acceptable Use Policy**

- The maintenance of the student and teacher signed BCSD AUP forms and the authority to enforce its provisions in accordance with the district's policy.

## **USER SERVICES**

### **Interlibrary Loan**

#### **District**

- Beaufort County School District utilizes an integrated library management system, *Follett's Destiny*, which allows access to all library materials in the district.
- Patrons can search by their school, schools at the same grade level, or all district schools.
- Interlibrary loan transactions will be coordinated through the media specialists. Materials will be checked out in the name of the borrowing patron.

#### **State Library Disability Services**

- The State Library offers many services to public school libraries for students with disabilities. Books on tape, Braille, large print books, and other assistive devices are available to school media specialists.
- The application form for these services is located at <http://www.statelibrary.sc.gov/eligibility-and-application.html>.

## Video Policy

### At all levels:

- The digital video files from StreamlineSC, as well as cataloged videos and DVDs (both hereafter referred to as videos), located in the library media center are assumed to be age appropriate, educationally sound, copyright compliant, and directly correlated to the curriculum of the school.
- The use of any video must be documented in the teacher's lesson plan. Teachers must always preview the video.
- Videos cannot be used for rewards, entertainment or any other use that constitutes a public performance.
- The *Motion Picture Association of America* film rating guidelines for age appropriateness as well as copyright guidelines must be followed. (See Appendix B, Motion Picture Association of America Ratings and Appendix B, and Copyright Guidelines, page 9.)
- Teachers may show videos without special permission to enrich, not supplant their instructional units.
- Showing clips of relevant material is more appropriate than showing entire works.
- Copyright guidelines must be followed at all times.

### Video at the Elementary Level (Grades PreK-5)

- The following steps must be taken for any PG or PG-13 rated video:
  - The teacher must preview the video and assess its relevance to the curriculum.
  - The teacher must submit the Instructional Video Request form to the principal (See Appendix B).
  - Principal must approve the video.
  - Parent permission slips must be sent home at least two weeks prior to the viewing of the film to the parents/guardians of students explaining how the PG or PG-13 rated video will be used and the instructional objective which it supports.
  - Signed parent/guardian authorization will be required of all students who will be viewing the video (See Appendix B). These permission forms will be maintained by the teacher.
  - Students whose parents/guardians do not authorize viewing of a PG or PG-13 rated video will be provided an alternative assignment for equal credit.
- Any teacher at the elementary level who wishes to show all or a portion of a G rated or non-rated video that is not part of the library media center collection must document that the video is directly related to an instructional objective.
- Non-rated videos which contain potentially controversial topics (controversial topics which may be sensitive within the community include topics that have strong language, sexual material, violence, religion, political implications, or social significance), shall be submitted to the principal for approval and follow with the procedures for parent notification.
- The use of R-rated films is not approved for elementary use.
- Strict copyright guidelines will be followed at all times.



### **Video at the Middle School Level (Grades 6-8)**

- The following steps must be taken for any PG-13 or R rated video:
  - The teacher must preview the video and assess its relevance to the curriculum.
  - The teacher must submit the Instructional Video Request form to the principal (See Appendix B).
  - Principal must approve the video.
  - Parent permission slips must be sent home at least two weeks prior to the viewing of the film to the parents/guardians of students explaining how the PG-13 or R rated video will be used and the instructional objective which it supports.
  - Signed parent/guardian authorization will be required of all students who will be viewing the video (See Appendix B). These permission forms will be maintained by the teacher.
  - Students whose parents/guardians do not authorize viewing of a PG-13 or R rated video will be provided an alternative assignment for equal credit.
- Any teacher at the middle school level who wishes to show all or a portion of a G-rated, PG-rated, or non-rated video that is not part of the library media center collection must document that the video is directly related to an instructional objective.
- Non-rated videos which contain potentially controversial topics (controversial topics which may be sensitive within the community include topics that have strong language, sexual material, violence, religion, political implications, or social significance), shall be submitted to the principal for approval and follow with the procedures for parent notification.
- The use of R-rated films is not approved for middle school use.
- Strict copyright guidelines will be followed at all times.

### **Video at the High School Level (Grades 9 - 12)**

- Teachers are encouraged to list any R-rated films in the course syllabus; however, it must be stated in the Course Description Catalog if a significant number R rated videos or films (three or more), are shown in any class.
- The following steps must be taken for any R rated video:
  - The teacher must preview the video and assess its relevance to the curriculum.
  - The teacher must submit the Instructional Video Request form to the principal (See Appendix B-2).
  - Principal must approve the video.
  - Parent permission slips must be sent home at least two weeks prior to the viewing of the film to the parents/guardians of students explaining how the R rated video will be used and the instructional objective which it supports.
  - Signed parent/guardian authorization will be required of all students who will be viewing the video (See Appendix B-2). These permission forms will be maintained by the teacher.

- Students whose parents/guardians do not authorize viewing of a R rated video will be provided an alternative assignment for equal credit.
  - Students who are legally emancipated may sign their own permission slips.
- Any teacher at the high school level who wishes to show all or a portion of a G, PG, PR-13 rated or non-rated video that is not part of the library media center collection must document that the video is directly related to an instructional objective.
- Non-rated videos which contain potentially controversial topics (controversial topics which may be sensitive within the community include topics that have strong language, sexual material, violence, religion, political implications, or social significance), shall be submitted to the principal for approval and follow with the procedures for parent notification.
- Strict copyright guidelines will be followed at all times.

## Online Resources

### DESTINY

**Destiny Library Manager™** combines circulation, cataloging, searching, reporting and management in one centrally installed library software system. The system is accessed through any workstation with a supported web browser through the district's network and the Internet. For access, go to <http://destiny/>.

**Destiny Textbook Manager** offers a district management tool for textbook distribution, tracking, ordering and processing. The responsibility of textbook management may vary within schools. For access, go to <http://www.fsc.follett.com/>.

### DISCUS

This virtual library is provided by the South Carolina State Library and offers a variety of databases available to all schools, colleges and universities, and public libraries in the state. It can be accessed for home use which requires a username and password, obtainable from any library media specialist in the school district. For access, go to <http://www.scdiscus.org/>.

### STREAMLINE-SC

This video-on-demand service contains thousands of videos and video clips that are correlated to the South Carolina education standards. ETV, partnering with the SC State Department of Education and the K-12 Technology Initiative, created StreamlineSC to improve and manage learning resources in SC Schools. The free resource is available to all SC public, private and home schools. For access, go to <http://www.scetv.org/>

### KNOW IT ALL

Knowitall is ETV's educational Web portal, offering interactive websites for K-12 students, teachers and parents. For access, go to <http://www.knowitall.org/>

### SOUTH CAROLINA BOOK AWARDS PROGRAM

The purposes of the South Carolina Book Awards are to encourage students to read good quality contemporary literature and to honor the authors of the books annually chosen as favorites by student vote. Participation is open to all PK-12 students in SC public or private schools. It is suggested that the school library media specialist be the sponsor of the book award program; however, any teacher or administrator may act as sponsor. For guidelines, go to <http://www.scasl.net/bookawards/logos.htm>

## COPYRIGHT

Information, guidelines and resources to help library media specialists manage copyright compliance are available through the South Carolina Department of Education.

[Anti-plagiarism Resources](#)

[Cheating 101: Paper Mills and You](#) (Kimbel Library, Coastal Carolina University)

[Copyright for Administrators.pdf](#)

[Copyright FAQ](#)

[Copyright](#) (A PowerPoint presentation prepared for teacher workshops. Some slides are also applicable for use with upper level students.)

[Copyright Quick Tips.pdf](#)

[Copyright Wisdom for Music in Multimedia](#)

[Fair Use Issues \(Copyright Management Center\)](#)

[Guide to Plagiarism and Cyber-Plagiarism](#)

[The New Plagiarism](#) (an article by Jamie McKenzie)

[Plagiarism and Anti-Plagiarism](#)

[The Plagiarism Resource Center](#)

[Request for Video Playback and/or Recording](#)

Virtual Salt: [Anti-plagiarism Strategies for Research Papers](#)

For access, go to <http://martha.alewine.googlepages.com>. For more information or to schedule workshops on copyright compliance and plagiarism, contact Martha Alewine ([malewine@ed.sc.gov](mailto:malewine@ed.sc.gov))

## ACQUISITIONS

### Collection Development

#### Recommendations for Collection Quality and Quantity

The library media center must have a dynamic print collection that changes to meet the ever-changing curriculum needs. To encourage an up-to-date collection, the following recommendations are made from: ***Standards for School Library Resource Core Collections*** found at <http://martha.alewine.googlepages.com>.

- Middle and high schools should have a minimum of 10 volumes per student, up to 12,500 volumes.
- Elementary, K–12, and special-purpose schools should have a minimum of 15 volumes per student or 3000 volumes, whichever is greater.

#### Materials Selection Policy

Educational resources shall be selected by the library media specialist in consultation with administration, faculty, and students. Final decision on purchase shall rest with the Board of Education and/or its designee.

It is the responsibility of the professional staff to select instructional resources, both print and non-print, of the highest quality that will support the educational philosophy and curriculum of the district.

- The media specialist will adhere to the following criteria for selection of educational resources.
  - Provide educational resources that will enrich and support the curriculum; encourage self-directed learning and extend the boundaries to students' knowledge and experience, taking into consideration the varied interests, abilities and maturity levels of the students served.
  - Provide educational resources that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
  - Provide a background of information, which will enable students to make intelligent judgments in their daily life.
  - Provide educational resources on opposing sides of controversial issues so those young citizens may develop under guidance the practice of critical reading, thinking, and evaluating resources of communication.
  - Provide educational resources representative of the many religious, ethnic, and cultural groups and their contributions to American heritage.
  - Place principle above personal opinion and reason above prejudice in the selection of educational resources of the highest quality in order to ensure a comprehensive collection appropriate to the users of the library media center.
- Interest and comments concerning any educational resources used in our school system are welcome. However, the ultimate selection of any

educational resource remains a professional responsibility and cannot be delegated to any lay person or lay group.

- **Selection Sources**
  - **Library Media Center Resources:** Materials are to be selected from professional review sources when available.

### **Donated Materials Policy**

- The library media specialist shall exercise caution in
  - Accepting resources as gifts.
  - Accepting cash gifts which have conditions attached.
- The selection of resources, for which cash is given, will be made by the library media specialist.
- The decision to place or remove gift educational resources in the school shall be based on the same standards as in the selection criteria.
- The "Citizen's Request for Additional Educational Resources" form should be completed by anyone suggesting resources to be added to the library media center and given to the media specialist for consideration. (See Appendix C). Final acquisition decisions are made by the library media specialist.

### **Challenged Materials Policy Procedures**

The professional staff and the library media specialist are charged with the responsibility of upholding the principle of intellectual freedom as addressed in the *ALA Library Bill of Rights*.

In the event that a citizen wishes to challenge educational resources, the following procedures should be followed. The challenged resource will not be removed from use during this review process.

I. The citizen should contact the professional staff member or media specialist of the school involved at which time this person will explain the *ALA Library Bill of Rights* and the district's Policy for the Selection of Educational Materials.

II. If the citizen would like to continue the challenge; the citizen should contact the principal of the school involved. The principal and the citizen will discuss the challenge being brought.

III The principal will explain the procedure adopted by the Beaufort County School District for handling questioned or challenged materials. The citizen will then be given four copies of the "Citizen's Request for Review of Educational Resources" form.

IV. The citizen will complete the form, sending one copy to the superintendent, one to the principal, and one to the teacher or library media specialist whose material is under criticism and keeping one for him/her. These forms will be sent through the U. S. mail.

A. When the forms have been received by the superintendent, principal and teacher or media specialist a review committee will be formed without delay by the principal of the school involved. The review committee will be composed of the following (one member being designated recorder and one member being designated chairman):

1. The district supervisor of library media services
2. The library media specialist in the school
3. A teacher in the school
4. A parent representative from the PTO or School Improvement Council
5. The principal of the school

B. Members of the committee shall study the resource being challenged and shall read multiple reviews of the resource in question.

C. The report of this review committee shall be completed within ten school days. A copy shall be sent to the complainant and to the superintendent.

V. The decision of the review committee may be appealed to the superintendent by the complainant if he/she is not satisfied with the review committee's report.

A. This appeal must be in writing.

B. After reading the request by the complainant for reconsideration of the resource in question and reading the report of the review committee, the superintendent shall make a recommendation to the Board of Education. A copy of this recommendation shall be sent to the complainant and to the chairperson of the review committee.

C. This recommendation shall be heard at the next regular scheduled meeting of the Board of Education and the Board's decision shall be final.

**See Appendix C for appropriate forms.**

### **Guidelines for Cataloging/Processing Library Media Center Materials**

- Keep a log of the barcode ranges assigned to each vendor and processing options.
- Request or purchase full MARC (machine-readable cataloging) records and Lexile numbers from all vendors.
- When an order arrives:
  - The school's name and full address should appear on each book.
  - Mark with Lexile number and any other reading program levels if appropriate.
  - Install security strips or targets, if appropriate
  - Import MARC records into automation system.

### **Guidelines for Weeding / Discarding**

- The library media specialists will weed and purchase books based on Achieving Exemplary School Standards, School Library Media Services, South Carolina Department of Education found at:  
[http://ed.sc.gov/agency/offices/tech/ms/lms/documents/Achieving\\_Exemplary\\_School\\_Libraries\\_draft\\_web.doc](http://ed.sc.gov/agency/offices/tech/ms/lms/documents/Achieving_Exemplary_School_Libraries_draft_web.doc)
- Procedure for weeding:
  - Run a Follett Titlewise analysis of your collection.
  - Weed titles based on the guidelines in Achieving Exemplary School Standards
  - Inventory collection
  - Run a second collection analysis
  - Create an order based on the analysis and the books needed to adequately support the curriculum

### **Inventory Procedures**

- A library media center collection should be completely inventoried once each year.
- This report should be submitted to the district media coordinator and school principal. Records for lost items will be deleted at the discretion of the library media specialist.

Procedure: There are three different methods of taking inventory:

**In-Hand inventory using the Palm Desktop**, download the Destiny In-Hand user manual from the Follett Software site, follow these steps:

1. Scan barcode labels of materials
2. Transfer data to your computer using a HotSync
3. Upload data to the Destiny inventory feature
4. Clear data from In-Hand

### **Using Laptop and Scanner**

1. The Metrologic Voyager Scanners (Model # MS9520) are used at our circulation desk.



2. For inventory, connect a scanner to a laptop using a USB-to PS/2 Adaptor and placed it on a cart.
3. Access the school network using the wireless connector on the laptop.
4. Access Destiny from the web at <http://fatum>.
5. Select "Inventory" in the "Back Office" of Destiny.
6. Click on Start New.
7. Select Date.

Note that all items scanned from selected date forward and currently circulating will be marked "Accounted For".

### **Using Panther portable scanner**

1. Follow steps 5-7 under "Using laptop and scanner"
2. Turn on portable scanner by pressing the blue button and the white "sun" button at the bottom of the scanner.
3. Press P4 at the top right on the scanner
4. Scan books.
5. After scanning go to File and choose Exit.
6. Press blue button and "sun" button to shut down the scanner

### **Budget Procedures**

- Beaufort County School District's fiscal calendar runs from July 1 through June 30. Each library media center is allocated a per pupil amount each school year for library media services.
- Consult with your principal regarding your total budget for the current fiscal year. These funds are distributed into the following accounts:
  - Books
  - Periodicals
  - Supplies
  - Technology and software
  - Travel
- Consult with the school bookkeeper to clarify ordering procedures and deadlines.
- When the materials are received, note the received date on the media center copy of the PO.
- Check with the principal or bookkeeper at least quarterly regarding your budget balance and outstanding orders.
- Check the packing slip against items received, make a copy, and send the packing slip to the bookkeeper for payment, if order is complete.
- Correct the records to reflect the actual amount of the invoice.

## ADVISORY

- The South Carolina Department of Education's School Library Media Services recommends the creation of a building-level library media advisory committee. The school library media center advisory committee works in an advisory capacity with the library media center professional staff.
- The district library media advisory committee works with the district library media services supervisor. This advisory committee serves as the leading advocates for the school library media program both within and beyond the school.

**1. Building-Level Library Media Center Advisory Committee** - The library advisory committee's membership should be diverse and broad-based and should include the following:

- the entire library media center professional staff,
- the principal or his or her designee,
- teachers (at least two),
- parents (at least two),
- students (at least two),
- the curriculum specialist on-site or the teacher specialist on-site
- district office staff (at least one),
- business partner (at least one), and
- community-at-large representative (at least *one*).

### **Responsibilities of the LMCAC**

- Each member agrees to support the LMC staff and program and work collegially to enhance and improve the LMC program, resources, and services for the benefit of all students and teachers.
- The library advisory committee works with the LMC professional staff to
  - conduct regular needs assessments to determine what additional resources (e.g., books, videotapes, DVDs, computer software, furnishings) are needed in the LMC;
  - conduct regular student and faculty surveys to gauge customer satisfaction with the LMC program;
  - develop a five-year strategic plan for the library media center based on student and faculty surveys and the needs assessment;
  - collect relevant data and use that data to prepare and submit regular reports to the building-level administration and to the district showing direct positive impact of the LMC program on student achievement;
  - prepare a budget request to meet the needs identified in the needs assessment;
  - develop short-range plans for collection development based on the school's implemented curriculum, a related LMC collection map, and input from teachers and students;
  - identify strategies for facilitating collaboration between the classroom teachers and the LMC professional staff to ensure integration of the LMC resources and services into the school's instructional program;

- work with the building-level administration, the LMC professional staff, and the classroom teachers to implement identified collaborative instructional strategies;
- assist the LMC professional staff in collecting relevant data for the SDE LMS Annual Survey; and
- advocate for the school's library media program.

See *Standards for South Carolina Media Programs*, page 2.

**2. District Library Media Advisory Committee.** District library advisory committee membership will be a two-year term. Members should be divided into classes (e.g., class of 2008, class of 2009) with 50 percent of the membership rotating off each year. Membership rotation provides continuity and facilitates the work of the committee. The district library advisory committee's membership should be diverse and broad-based and should include the following:

- district library media services supervisor or the district library media coordinator (e.g., district technology director);
  - district superintendent or his or her designee;
  - library media specialists (at least three—one representative from the elementary schools, one from the middle schools, and one from the high schools);
  - principals or assistant principals (at least three—one representative from the elementary schools, one from the middle schools, and one from the high schools);
  - teachers (at least three—one representative from the elementary schools, one from the middle schools, and one from the high schools);
  - parents (at least three—one representative from the elementary schools, one from the middle schools, and one from the high schools);
  - students (at least two—one representative from middle schools and one from the high schools);
  - curriculum coordinator or curriculum specialist on-site [see the explanation below];
  - school board member (at least one);
  - business partner (at least one); and
  - community-at-large representative (at least one).
- **Responsibilities of the DLMAC.** District committee membership will be a two-year term.
- Each DLMAC member pledges to support the district's library media centers' staff members and programs and to work collegially to enhance and improve all library media center programs, resources, and services for the benefit of students and teachers.
- **Schedule of Meetings**
- The DLMAC should meet at least twice during the school year (i.e., once each semester). Exemplary district library media programs have a DLMAC that meets at least quarterly.
  - The meeting dates should be scheduled for the entire school year, and those dates should be noted on the district's calendar.

- Meeting reminders with the proposed agenda should be sent to all members and meetings announced in the minutes from the previous meeting, the district's newsletter, the district's Web page, the district library media services' newsletter, and the district library media service's Web page.

See ***Standards for South Carolina Library Media Programs***, Page 2.

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## **APPENDICES**

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**APPENDIX A**  
**LIBRARY MEDIA SERVICES STAFFING**

**APPENDIX A-1  
DIRECTOR OF LIBRARY INFORMATION SERVICES**

**POSITION TITLE:** Director of Library Information Services

**REPORTS TO:** Superintendent

**TERMS OF EMPLOYMENT:** 12 months

**PREREQUISITES:** MLIS, certified LMS, at least 5 years experience as building-level LMS

**AREAS OF RESPONSIBILITY:**

**Program Administration**

- o Maintain a mission statement, goals, objectives, policies and procedures for district library information program that reflect the mission, goals, and objectives of the District.
- o Implement district policies and procedures designed to accomplish program goals and objectives; maintain district library information program policies and procedures manual.
- o Maintain a three- to five-year long-range plan for facilitating student achievement that reflects that district's goals, objectives, and strategic plan.
- o Recommend appropriate staff, facilities, instructional materials, and equipment for the District and building-level library information centers.
- o Participate in the recruitment, hiring, and assignment of library information center staff.
- o Establish an on-going program of in-service education for building-level library information specialists.
- o Establish an orientation program for new library information specialists.
- o Coordinate the operation of the District library information program and facilitate building-level library information programs.
- o Provide to building-level library information specialists technical, financial, managerial, and advisory support.
- o Develop, implement, and advocate for library funding.
- o Manage budget and other resources for the efficient achievement of program and district goals.
- o Provide official reports and studies pertaining to library information science and educational technology as needed by district administration.
- o Design school library information centers and other instructional facilities that support the instructional program and facilitate learning.
- o Demonstrate an awareness of laws and regulations that affect school library information programs.

**Collaboration for Instruction and Services**

- o Serve as a member of the District's curriculum development team in the planning and implementation of the K-12 instructional program.
- o Participate in district-wide instructional leadership efforts.
- o Serve as a resource consultant to department, curriculum committees, and other professional staff in the selection, purchase, and use of information technology resources.
- o Coordinate use of community and other non-school resources for instructional purposes through the building-level library information centers.
- o Collaborate with the school community through the use of the district library information advisory committee.

- Work with the District Library Information Advisory Committee and other district committees to coordinate an information literacy and technology instructional program and to integrate library information programs with the overall curriculum.
- Provide direction to district and building-level professional staff in the selection, evaluation, and integration of library and information resources.
- Work with district professional staff to provide in-service education for teachers in the integration of library information center resources including integration and ethical use of information technology.
- Interpret and promote the library information programs and services to teachers, administrators, Board of Education, and the community.
- Coordinate with other libraries (e.g. public, college) for sharing of resources and services

### **Collection and Resource Management**

- Implement a continuous library resource collection development and evaluation process for the district and building-level library information center resource collections.
- Ensure that materials in the district and building-level library information centers are current, accurate, diverse, developmentally appropriate and aligned with curriculum content standards and the district and school's instructional program.
- Apply bibliographical principles to the organization of library and information databases.
- Maintain statistical data and all appropriate records.

### **Assessment**

- Assist principals in the supervision and evaluation of library information center staff.
- Evaluate the District and building-level library information programs.
- Correlate program, collection, instructional, and other appropriate data to conduct continuous formal and informal assessments of the library instructional programs, collections, and facilities.
- Regularly conduct needs assessments to determine the information needs of professional staff at the district level.
- Analyze and report results of assessments to district administration and to building-level administration and use the results to ensure continued growth and improvement in the district and building-level library information programs.

### **Inquiry-based Environment**

- Support and develop library information program that provides for equitable and flexible access to information, ideas, resources, and services both within and beyond the district.
- Work with building-level library information specialists to create and maintain an inviting attractive physical environment with areas for individual and group use to meet the diverse needs of the members of the learning community, regardless of disability or other differences.

### **Professional Development**

- Keep abreast of standards, guidelines, best practices, and innovations in library information science, technology, and education.
- Actively seek out and participate in activities and/or organizations which promote professional growth.
- Model and promote the principles of intellectual freedom and ethical and legal use of information.
- Support activities that contribute to the overall learning and development of students.
- Provide leadership in planning and using existing and emerging instructional and informational technologies in all aspects of the school district's educational program.



## APPENDIX A-2 JOB DESCRIPTION FOR LIBRARY MEDIA SPECIALIST

**POSITION PURPOSE:** To administer an integrated information technology program that provides library, media, and technology resources in support of the instructional program of the school

**REPORTS TO:** Building Principal

**SUPERVISES:** Library media assistant (paraprofessional), parent and student volunteers

**PREREQUISITES:** MLS or MLIS degree and fully certified library media specialist through the South Carolina Department of Education, Office of Teacher Certification

### Areas of Responsibility

As a **program administrator**, the library media specialist must

- develop and implement a mission statement, goals, objectives, policies, and procedures that reflect the mission, goals, and objectives of the school and the district;
- plan and evaluate information technology services to best meet student needs, district goals, and school objectives;
- develop a survey instrument to provide for continuous program evaluation of the library media center;
- collaborate with educational community members including students, teachers, administrators, and parents to assess regularly and systematically the effectiveness of the library media program;
- plan a budget and maintain appropriate records to accommodate keeping technology, print, and non-print collections current;
- establish and maintain an inviting and attractive physical environment that encourages creative and independent use of all types of information technology;
- provide facilities and opportunities for individual and group study and production of resources;
- communicate the value and effectiveness of the library media program by using a variety of formats (written, verbal, visual) to keep the school community informed regarding services and resources available in and through the library media center;
- maintain and communicate current knowledge and research findings related to the impact of school library media programs on student learning;
- maintain an environment that meets the information needs of all members of the learning community, regardless of disability or other difference, through appropriate physical adaptations and instructional policies and practices;
- manage the library media center with policies and procedures that facilitate maximum use of services and resources;
- supervise staff assigned to the information technology center, including student assistants and parent/community volunteers;
- serve on the school's management team (e.g., school improvement council);
- oversee all aspects of the daily operation of the library media program;
- actively participate in activities designed to make the entire school a productive learning environment;
- establish partnerships with agencies, businesses, and community groups to foster support for the library media program; and

- implement a public relations program that promotes literacy and use of the information technology center's services and resources.

As an **information specialist**, the library media specialist must

- monitor standards, guidelines, emerging practices, and innovations in the library, media, and information technology and education fields;
- develop a collection development policy, in collaboration with teachers and other members of the educational community, that provides for current and appropriate resources for all members of the learning community;
- coordinate the selection, acquisition, organization, and circulation of a collection of library media information resources to address the informational and recreational needs of all members of the learning community, including those with different abilities and learning styles;
- develop and direct a continuous collection development and evaluation process that focuses on regular and collaborative assessment of teaching and diverse learning needs and the formats and resources to meet them;
- provide consultative services in selection, evaluation, purchase, and use of materials and technology resources;
- promote and model the principles of intellectual freedom and the ethical and legal use of information;
- provide a developmentally appropriate collection of resources that meet the needs of all students;
- provide for appropriate access to external resource materials, such as those available through resource-sharing arrangements with other information agencies and those available on the Internet;
- provide consultative services to all patrons in selection, purchase, evaluation, and use of information technology resources and related equipment to support learning objectives as well as personal information needs;
- maintain a central collection of statistical data, media/technology reviews, publisher/vendor catalogs, and other pertinent information for educators; and
- maintain centralized systems for bibliographic control and the circulation and distribution of equipment, materials, and information.

As an **instructional partner**, the library media specialist must

- plan and schedule orientation for faculty and students concerning library media center services;
- plan collaboratively with teachers to develop curricular content that integrates a variety of instructional media and information literacy skills into classroom instruction;
- develop activities and instructional strategies to address the individual needs of all members of the learning community, including those with different abilities and learning styles;
- teach and assess student achievement of information literacy concepts as determined through collaborative planning with all members of the school community;
- collaborate with teachers to educate students in the process of and criteria for efficient and effective inquiry;
- use available technologies to contribute to students' development in reading, viewing, listening, evaluation, and communicating;
- design, develop, and implement programs—including reading guidance and motivation—that encourage reading for enjoyment and for information;
- develop and demonstrate a knowledge of the school's curriculum to assist teachers in the effective utilization of available professional development resources;

- serve as a member of the instructional design team through school curriculum and technology planning committees;
- educate the school community in uses of communication tools that engage students in reading, viewing, and listening for understanding and enjoyment;
- train teachers to use information technology effectively and to develop innovative instructional activities;
- use an open-access model to provide patrons (students and faculty) with full accessibility to the information technology resources;
- assist patrons in the production of learning materials such as multimedia presentations, videotapes, audiocassette tapes, and photography.

As a **technologist**, the library media specialist must

- organize and circulate information technology materials, services, and related equipment for easy accessibility according to established district standards;
- acquire and maintain expertise in assessing various technology products and processes for their potential to enhance learning;
- model and promote effective uses of technology for learning and teaching;
- *provide in-service training and information for teachers to promote the effective utilization of information technology, the development of innovative instructional activities, and the seamless integration of technology into the curriculum;*
- manage the information technology center with procedures that facilitate maximum use of services and resources; and
- provide storage, distribution, and a system of accountability for information technology resources.

With regard to **personal professional development**, the library media specialist must

- participate in professional development opportunities provided and/or promoted by district, state, and national organizations;
- continuously update his or her personal competence in information literacy, learning, and teaching; information access and delivery; administration and supervision; and technology utilization, as well as other areas to fulfill the requirements of a professional library media specialist;
- maintain current and in-depth knowledge of research and best practices in all aspects of the librarianship and information management;
- participate in local, state, and national professional organizations;
- support and participate in cooperative resource sharing with other information technology centers and local, state, and national information agencies through loan services and electronic communication formats; and
- serve as a member of professional committees for the development of activities, training materials, and programs to disseminate information technology.

### APPENDIX A-3 JOB DESCRIPTION FOR LIBRARY MEDIA CENTER ASSISTANT

POSITION TITLE: Library Media Center Assistant

REPORTS TO: Library Media Specialist

JOB ROLE: To perform general and specialized paraprofessional duties in the school library in conformance with established procedures.

#### PERFORMANCE RESPONSIBILITIES

As **clerical** assistant, the library media center clerk assists in

- Assuming general secretarial responsibilities for:
  - typing
  - filing
  - duplicating materials
  - assisting with financial records
  - operating computers
- Compiling statistics:
  - recording circulation and other service information
  - assisting with annual reports
- Ordering and processing print and non-print materials:
  - maintaining consideration and order files
  - following processing procedures established by the media specialist
- Maintaining inventory of and ordering supplies:
  - checking supplies
  - preparing order lists
- Circulating print and non-print materials:
  - assisting with circulation process
  - shelving materials
  - assisting with interlibrary loan process
  - compiling overdue records
- Performing other library media center duties as assigned

As **technical** assistant the library media center clerk helps by:

- Assisting student and staff with location and use of materials and equipment:
  - answering directional questions
  - demonstrating the proper use of equipment and software
  - operating audiovisual and production equipment
- Maintaining library media catalogs:
  - adding entries
  - deleting entries
- Performing preventive maintenance and minor repairs on equipment:
  - changing lamps and other easily replaced parts
  - cleaning and lubricating equipment parts
- Producing graphics and display materials:
  - assisting in preparing transparencies, posters, charts, graphs, displays, exhibits, and materials for television programs
  - gathering necessary materials
- Scheduling use of and delivering materials and equipment:
  - Maintaining records of rental materials and equipment
  - Coordinating use of building materials and equipment

- Assisting with technical processing of information and materials:
  - performing tasks of bibliographic searching and processing of materials
  - organizing bibliographic information
  - preparing information in the appropriate format
- Maintaining the media collection:
  - shelving and filing
  - withdrawing items as directed by the library media specialist
  - mending and repairing items
  - assisting with inventory
- Performing other library media center duties as assigned

#### DESIRED QUALIFICATIONS

High school diploma or equivalent with a general knowledge of office machines and completion of the typing and spelling test administered by Personnel must be on file in the Personnel Office.

#### EVALUATION

Performance of this job will be evaluated in accordance with provisions of the board's policy on the evaluation of professional personnel.

LENGTH OF EMPLOYMENT: One academic year

**APPENDIX A-4**  
**JOB DESCRIPTION FOR STUDENT LIBRARY MEDIA ASSISTANT**

**POSITION:** Student Library Media Assistant

**REQUIREMENTS:** C average or higher for the current grading term. Promptness, accuracy, and dependability; ability to learn library organization, ability to follow directions. References from two teachers.

**JOB DESCRIPTION**

The following duties may be assigned according to the student assistant's interests and abilities and usually will be varied:

- shelving books and other materials accurately,
- organizing periodicals display,
- repairing books,
- reading shelves,
- preparing overdue notices,
- caring for plants and animals,
- providing messenger service,
- stamping ownership marks on materials for circulation,
- alphabetizing and putting materials in correct order,
- applying detection stickers and barcodes,
- delivering AV equipment to classrooms,
- setting up and operating AV equipment
- helping students find needed equipment,
- informing teachers of new materials,
- filing media and educational catalogs,
- designing and preparing bulletin boards and library displays,
- participating in Book Week activities,
- participating in storytelling and read-aloud activities,
- assisting in the preparation of instructional materials,
- assisting with the annual inventory, and
- assisting with book fairs and other special activities.

**EVALUATION:** Students will be evaluated once each grading period, in written form, by the media specialist.

**APPENDIX A-5**  
**APPLICATION FORM FOR STUDENT LIBRARY MEDIA ASSISTANTS**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Grade: \_\_\_\_\_ Block: \_\_\_\_\_

Give three reasons why we should choose you to be a library assistant:

- (1) \_\_\_\_\_  
 (2) \_\_\_\_\_  
 (3) \_\_\_\_\_

Do you have any experience as a library assistant?  yes  no

If yes, where? \_\_\_\_\_

List your three best qualities: (1) \_\_\_\_\_  
 (2) \_\_\_\_\_  
 (3) \_\_\_\_\_

We need students with good attendance. Can we count on you to be here?  yes  
 no

We need to have students who will remain at the circulation desk and help in the library.  
 Are you willing to do that?  yes  no

Library assistants must be good students with no discipline problems.

Have you failed any courses?  yes  no

Do you have a discipline record?  yes  no

Name two teachers whom we can ask about you. We will inquire about your behavior, attitude, and work ethic.

(1) \_\_\_\_\_ (2) \_\_\_\_\_

I affirm that all the information I have given in this application is accurate and true.

\_\_\_\_\_  
 (your signature)

Return this application to the library media center by *[insert date]*.

## **APPENDIX B**

### **VIDEOS**



**APPENDIX B-1  
INSTRUCTIONAL VIDEO REQUEST FORM**

Submit this form to the principal at least one week Prior to date materials are to be used.  
Use one form per material requested.

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Video title: \_\_\_\_\_ Rating: \_\_\_\_\_

Date(s) to be shown: \_\_\_\_\_

Class periods/times: \_\_\_\_\_

Instructional objectives and goals to be addressed: \_\_\_\_\_

\_\_\_\_\_

Describe the relevance of this video to your specific objectives and goals for the learners:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This video is documented in my lesson plan. YES \_\_\_\_\_ NO \_\_\_\_\_

Proposed alternative assignment for students unable to obtain parental permission:

\_\_\_\_\_

\_\_\_\_\_

Principal/ Assistant principal signature \_\_\_\_\_

Video approved \_\_\_\_\_ Video not approved \_\_\_\_\_

Use of all audio-visual material should comply with copyright laws.

Audio-visual materials should be:

- Be part of face-to-face instruction.
- Be documented in your lesson plans with accompanying activities included
- Support goals and objectives of the lesson.

**APPENDIX B-2  
PARENTAL VIDEO PERMISSION**

Dear Parent/Guardian:

Your child is currently studying \_\_\_\_\_ as part of his/her coursework in \_\_\_\_\_ class. To enhance your child's learning experience/understanding of \_\_\_\_\_, I am planning to show the video \_\_\_\_\_ on (date/dates) \_\_\_\_\_.

Though this film does not comply with the age appropriateness guidelines of the **Motion Picture Association of America** film ratings, I am convinced of its learning value. The film will be shown in appropriate curriculum context with discussion and activities before and after viewing.

Please complete the form below either authorizing or exempting your child from viewing the film (title) \_\_\_\_\_. Unless I receive this signed permission slip, I will not permit your child to view the film. If you do not wish your son/daughter to view this film a relevant and appropriate alternative assignment will be provided. No student's grade will be penalized for not viewing the video.

Please feel free to contact me with any questions you may have.

Sincerely,

E-mail:

Phone:

---

**Please complete and return this form:**

Name of student \_\_\_\_\_

\_\_\_\_\_ I grant permission for my son/daughter to view the video \_\_\_\_\_

\_\_\_\_\_ I prefer my son/daughter NOT view this film. I understand that he/she will complete the alternative assignment.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### APPENDIX B-3 MOTION PICTURE ASSOCIATION OF AMERICA RATINGS



A G-rated motion picture contains nothing in theme, language, nudity, sex, violence or other matters that, in the view of the Rating Board, would offend parents whose younger children view the motion picture.

The G rating is not a “certificate of approval,” nor does it signify a “children’s” motion picture. Some snippets of language may go beyond polite conversation but they are common everyday expressions. No stronger words are present in G-rated motion pictures. Depictions of violence are minimal. No nudity, sex scenes or drug use are present in the motion picture.



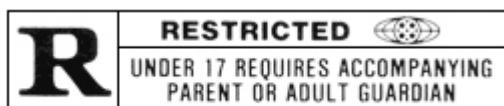
A PG-rated motion picture should be investigated by parents before they let their younger children attend. The PG rating indicates, in the view of the Rating Board, that parents may consider some material

unsuitable for their children, and parents should make that decision. The more mature themes in some PG-rated motion pictures may call for parental guidance. There may be some profanity and some depictions of violence or brief nudity. But these elements are not deemed so intense as to require that parents be strongly cautioned beyond the suggestion of parental guidance. There is no drug use content in a PG-rated motion picture.



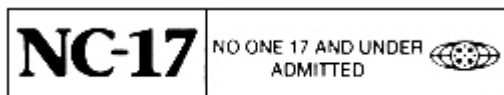
A PG-13 rating is a sterner warning by the Rating Board to parents to determine whether their children under age 13 should view the motion picture, as some material might not be suited for them. A PG-13 motion picture may go beyond the PG rating in theme, violence, nudity, sensuality, language, adult activities or other elements, but

does not reach the restricted R category. The theme of the motion picture by itself will not result in a rating greater than PG-13, although depictions of activities related to a mature theme may result in a restricted rating for the motion picture. Any drug use will initially require at least a PG-13 rating. More than brief nudity will require at least a PG-13 rating, but such nudity in a PG-13 rated motion picture generally will not be sexually oriented. There may be depictions of violence in a PG-13 movie, but generally not both realistic and extreme or persistent violence. A motion picture’s single use of one of the harsher sexually-derived words, though only as an expletive, initially requires at least a PG-13 rating. More than one such expletive requires an R rating, as must even one of those words used in a sexual context. The Rating Board nevertheless may rate such a motion picture PG-13 if, based on a special vote by a two-thirds majority, the Raters feel that most American parents would believe that a PG-13 rating is appropriate because of the context or manner in which the words are used or because the use of those words in the motion picture is inconspicuous.



An R-rated motion picture, in the view of the Rating Board, contains some adult material. An R-rated motion picture may include adult themes, adult activity, hard language, intense or persistent violence, sexually-oriented nudity, drug abuse or other elements, so

that parents are counseled to take this rating very seriously. Children under 17 are not allowed to attend R-rated motion pictures unaccompanied by a parent or adult guardian. Parents are strongly urged to find out more about R-rated motion pictures in determining their suitability for their children. Generally, it is not appropriate for parents to bring their young children with them to R-rated motion pictures.



An NC-17 rated motion picture is one that, in the view of the Rating Board, most parents would consider patently too adult for their children 17 and under. No children will be admitted. NC-17 does not mean “obscene” or “pornographic” in the common or legal meaning of

those words, and should not be construed as a negative judgment in any sense. The rating simply signals that the content is appropriate only for an adult audience. An NC-17 rating can be based on violence, sex, aberrational behavior, drug abuse or any other element that most parents would consider too strong and therefore off-limits for viewing by their children.

([http://www.mpa.org/FilmRat\\_Ratings.asp](http://www.mpa.org/FilmRat_Ratings.asp))

**APPENDIX C**  
**CITIZENS REQUEST FORMS**

**APPENDIX C-1  
CITIZENS REQUEST FOR ADDITIONAL EDUCATIONAL RESOURCES  
TO BE ADDED TO THE LIBRARY MEDIA CENTER**

Author, Editor, Producer, etc. \_\_\_\_\_

Title \_\_\_\_\_ Format \_\_\_\_\_

Publisher or Producer \_\_\_\_\_

Request Initiated by \_\_\_\_\_

Telephone \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Zip Code \_\_\_\_\_

Citizen Represents \_\_\_\_\_ (self)

\_\_\_\_\_ (organization)

\_\_\_\_\_ (Identify other)

1. What in the resource do you think is particularly valuable? Please be specific: Cite page, frames, etc. \_\_\_\_\_

2. What do you feel might be the result of using this resource? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. For what age group would you recommend this resource? \_\_\_\_\_

4. Have you examined the entire body of the resource? \_\_\_\_\_

What parts? \_\_\_\_\_

5. Are you aware of the judgment of the resource by literary critics or professional reviewers? \_\_\_\_\_

Signature of Citizen \_\_\_\_\_

Date \_\_\_\_\_

**APPENDIX C-2  
CITIZENS REQUEST FOR REVIEW OR WITHDRAWAL  
OF EDUCATIONAL RESOURCE(S)**

Author, Editor, Producer, etc. \_\_\_\_\_

Title \_\_\_\_\_ Format \_\_\_\_\_

Publisher or Producer \_\_\_\_\_

Request Initiated by \_\_\_\_\_

Telephone \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Zip Code \_\_\_\_\_

Citizen Represents \_\_\_\_\_ (self)

\_\_\_\_\_ (organization)

\_\_\_\_\_ (Identify other)

1. To what specific part(s) of the resource do you object? \_\_\_\_\_

2. What do you feel might be the result of using this resource? \_\_\_\_\_

\_\_\_\_\_

3. For what age group would you recommend this resource? \_\_\_\_\_

4. Is there anything good about this resource? \_\_\_\_\_

5. Did you examine the entire body of the resource? \_\_\_\_\_

What parts? \_\_\_\_\_

6. Are you aware of the judgment of the resource by literary critics or professional reviewers? \_\_\_\_\_

7. What do you believe is the theme of this resource? \_\_\_\_\_

\_\_\_\_\_

8. What would you like our governing body to do about this resource? \_\_\_\_\_

9. In its place, what resource of equal quality would you recommend that would convey as valuable a picture and perspective of our civilization? \_\_\_\_\_

\_\_\_\_\_

Signature of Complainant \_\_\_\_\_

Date \_\_\_\_\_

**APPENDIX D**  
**CHECKLISTS**



**APPENDIX D-1  
BEGINNING OF THE SCHOOL YEAR CHECKLIST**

- ✓ Consult with your principal to discuss schedule, budget and goals.
- ✓ Consult with your bookkeeper to clarify ordering procedures and deadlines.
- ✓ Create and distribute information about media center services to new teachers and update materials for existing staff. Information may be presented as hand-outs, bookmarks, webpage, etc.
- ✓ Obtain access to current listing of students you have turned in the district's Acceptable Use Policy.
- ✓ Schedule an orientation to the media center for students based on your individual school's needs.
- ✓ Provide teachers with a system for scheduling classes for media center use.
- ✓ Create a system of recording media center use. This may include sign-in sheets, scheduling reports, circulation reports, video requests and computer use.

**APPENDIX D-2  
END OF THE SCHOOL YEAR CHECKLIST**

- ✓ Conduct a student and faculty survey for the media center based on your individual goals.
- ✓ Complete an inventory of media center materials. (See Inventory Procedures)
- ✓ Complete a collection analysis using Follett's TitleWise. [www.titlewave.com](http://www.titlewave.com).
- ✓ Weed materials from your collection using the information from your analysis and the guidelines contained in *Achieving Exemplary School Libraries*. (See Weeding Guidelines)
- ✓ Complete another collection analysis if needed, due to weeding.
- ✓ Complete the LMS Annual Survey from the Department of Education. (See Appendix for instructions)
- ✓ Compile reports on media center activity for your principal. Reports should include budget expenditures, collection analysis, survey results, circulation reports and media center usage.

**APPENDIX E**

**TEXTBOOKS**

**APPENDIX E-1**  
**IB TEXTBOOK MANAGEMENT**  
(This pertains only to high schools)

**Purpose:** To provide accountability for IB textbooks.

**Procedure(s)**

1. All textbooks ordered for IB will be catalogued, processed, and barcoded through Media Services, Academics and Accountability staff in Library Manager Software of Destiny.
2. Textbooks will be checked out to school IB coordinators, and sent thru the courier to them.
3. At each school, the IB coordinator will then have the books checked out to the appropriate students and teachers, through the Destiny program in the media center.
4. Textbooks will be checked in at the end of the semester, or year depending on the course. Students and teachers will be responsible for paying for lost textbooks.
5. They will be housed at the individual school, but available for inventory or transfer to another school, by direction of the district IB Director.

**Assessment:**

At the end of school year 07-08, an inventory of IB was conducted by the library media specialists, and a report sent to the district library media coordinator. Loss of IB texts will be the responsibility of the IB coordinators, and funds will be deducted for loss.

**Document Created on: 04-26-07**

**APPENDIX E-2  
IB TEXTBOOK CATALOGING DIRECTIONS**

1. Login to Destiny. Click on BCSD Professional Collection site.
2. Login name: IB Textbook manager, password ibtextbooks
3. Click on catalog tab.
4. Click "add title".
5. Either scan or type in ISBN number of new book.
6. If there is a book in BCSD, it is shown with a little house next to it. Choose that one. If not there in BCSD, just choose first selection.
7. Click on title to make it have blue line, then click again. Click on "Add copies".
8. Put in the number you have (such as 25), put bullet in "assign next barcode".
9. Put in price (on back cover if you don't know for sure).
10. Circ type: Choose dropdown window, IB textbooks
11. Under Categories, click update. click the little box that says assign, then "save".
12. Click print labels. Click boxes in site and title. Click SAVE. If it asks for a call number, give it "TXT".
13. Go to back office. Go to Job manager. Find the barcode labels job. Print.
14. Put barcode on back cover in upper right corner. Cover with clear plastic protector label.
15. Write or stamp "BCSD International Baccalaureate Program" on bottom of first page. Write barcode number on inside of back cover at top of page as well.
16. Check out books to the library media specialist). To do this: Click on circulation tab. Choose check out on the left, find: type their last name. Then type title in the window. Click on copies. Either scan or type in barcodes for each copy.
17. Put in box: ATTN: librarian's name and school.