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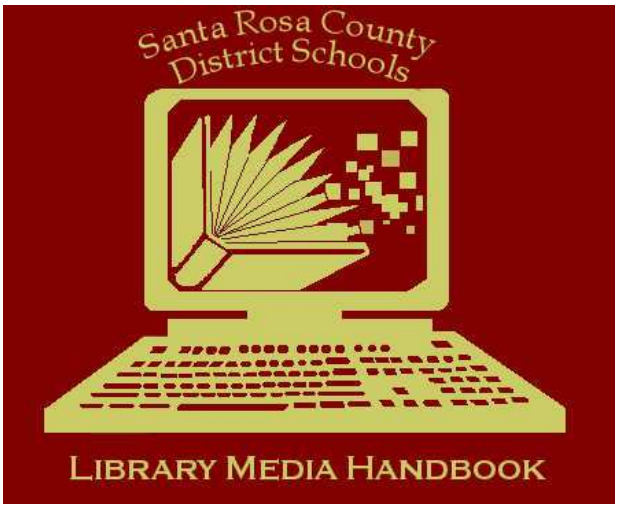
SANTA ROSA COUNTY SCHOOL DISTRICT

Professional Development Center



Library Media Handbook

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SANTA ROSA DISTRICT SCHOOLS

Library Media Handbook

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Revised June, 2004
Revised May, 2005
Revised June, 2006
Revised August, 2007
Revised June, 2008
~~No Revisions June, 2009~~
Revised June, 2010
Revised May, 2011
Revised July, 2013

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Introduction

Preface

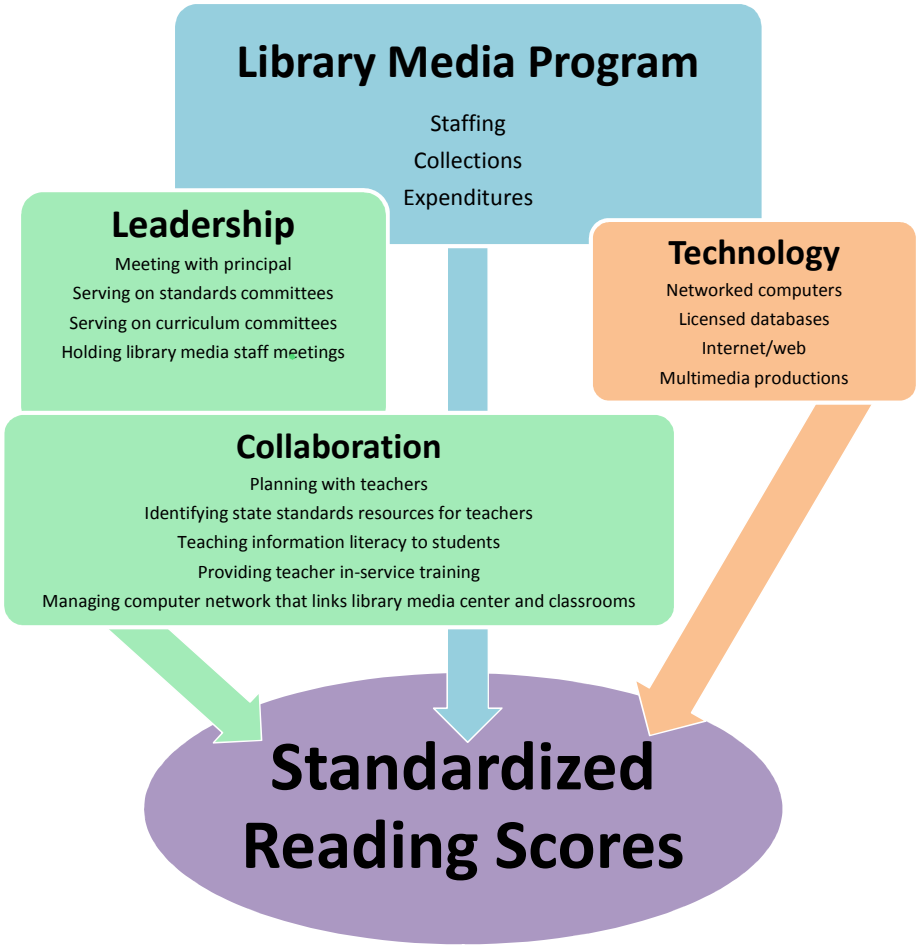
The purpose of this manual is to serve as a practical tool in the operation of the Santa Rosa County school library media centers.

The library media handbook will be reviewed annually by a committee of library media specialists and the director.

Mission/Vision Statement

The library media center serves as the information, research and cultural center of the school. Service to patrons is the highest priority. The mission of the library media program is to actively support and advance the purpose, philosophy and goals of the school in academic, community and extracurricular activities. This mission will be accomplished by:

- providing leadership, instruction and consultation in the use of instructional and informational technology
- providing resources and activities that contribute to the development of the whole student, that enhance lifelong learning, and advance state standards
- providing intellectual access to information that is commensurate with students, staff and community needs and age levels
- promoting intellectual freedom and access to multi-cultural materials
- providing physical access to information through a diverse collection of learning resources, subjects and technology
- ~~providing leadership, instruction and consultation in the use of instructional and informational technology~~
- ~~providing resources and activities that contribute to the development of the whole student and that enhance lifelong learning~~


Library Media Program
Staffing
Collections
Expenditures
Leadership
Meeting with principal
Serving on standards committees
Serving on curriculum committees
Holding library media staff meetings
Technology
Networked computers
Licensed databases
Internet/web
Multimedia productions
Collaboration
Planning with teachers
Identifying state standards resources for teachers
Teaching information literacy to students
Providing teacher in-service training
Managing computer network that links library media center and classrooms
Standardized Reading Scores

Florida State Statutes/Laws

Florida Statute 1006.28 (1) (d)
d)— *School library media services; establishment and maintenance.*--Establish and maintain a program of school library media services for all public schools in the district, including school library media centers, or school library media centers open to the public, and, in addition such traveling or circulating libraries as may be needed for the proper operation of the district school system.

Florida Statues on line at:
http://www.leg.state.fl.us/Statutes

Ethical Uses and Issues

Santa Rosa County library media specialists know basic ethical and legal tenets of intellectual freedom, confidentiality, intellectual property rights, fair use and copyright regulations, and know whom to contact for additional information.

Library media specialists are required to be updated by the Director annually on current District Telecommunications Plan Policies and Procedures, Copyright information and the Acceptable Use Policy for Employees. These documents are available online. Santa Rosa County School Board email and District library media specialist meetings will be the primary methods of communication.

Confidentiality of Library Records

School library media specialists need to be cautious when sharing information regarding privacy rights of library users. School library media specialists are urged to respect the rights of children and youth by adhering to the tenets expressed in the Confidentiality of Library Records Interpretation of the Library Bill of Rights and the ALA Code of Ethics.

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Quick Reference to Florida State Statutes and School Board Policies

Florida State Statutes may be found at:
http://www.flsenate.gov/Laws/Statutes/2010/Title48/#Title48

F.S. Ch. 847.001–6(a,b,c)	Defines "harmful to minors"
9	Defines "nudity"
10(a,b,c)	Defines "obscene"
F.S. Ch. 847.012 2(a,b)	Defines harmful media
F.S. Ch. 1001.03	Describes materials that are unlawful to use in a school library media center or a school classroom
F.S. Ch. 1006.28–1(d)	Establishment and maintenance of a school library media program in all public schools
3(b)	Money collected for lost or damaged books; enforcement
F.S. Ch. 1006.34– 2(b)	Standards used to determine selection of instructional materials, library books and other reading material used in schools
F.S. Ch. 1012.01–2(c)	Defines library media specialists
F.S. Ch. 1012.55	Requirements of certification of library media specialist

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Santa Rosa County District School Board Policy may be found at:
https://www.santarosa.k12.fl.us/policy/

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Policy 2.30–1 (d)	Defines teacher to include library media specialist
Policy 3.52–1-6	Gives provisions of the copyright laws
Policy 3.80	School Volunteers
Policy 4.20–3	Annual District instructional materials allocation
Policy 4.21–1 (a,b,c,d)	Defines responsibility for selection of instructional materials and gives standards used to determine selection of instructional materials. Money collected for lost or damaged books
Policy 4.22–1	Describes objectives of selection of materials
2 (a,b,c)	Lists criteria for selection of materials
3 (a,b)	Lists procedures for loaning materials
Policy 4.30	References District's Library Media Handbook for procedures on challenged materials
Policy 7.75	Sale, transfer or disposal of property
Policy 7.77	The principal designates a person to be responsible for library inventories

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Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. *Materials should not be excluded because of the origin, background, or views of those contributing to their creation.* **

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948.
Amended February 2, 1961, June 28, 1967, and January 23, 1980,
inclusion of "age" reaffirmed January 24, 1996,
by the ALA Council.
Library Bill of Rights

ALA web copyright statement and release: ~~© Copyright 1997-2009 American Library Association.~~ http://www.ala.org/copyright ~~The American Library Association is providing information and services on the web in furtherance of its non-profit and tax-exempt status. Permission to use, copy and distribute documents delivered from this web site and related graphics is hereby granted for private, non-commercial and education purposes only, provided that the above copyright notice appears with the following notice: this document may be reprinted and distributed for non-commercial and educational purposes only, and not for resale. No resale use may be made of material on this web site at any time. All other rights reserved.~~

School Board Policy 4.21
School Board Policy 4.22
Florida Statute 1006.34

****Santa Rosa County School Board Policy and Florida Statutes take precedence over any statements made by the American Library Association. Schools need to take into consideration their curriculum as well as the school culture when selecting materials for their collection.**

~~Making the Grade~~Making the Grade is a publication that explains the status of school library media centers in the Sunshine State and how they contribute to student achievement. Ask Library Media supervisor if a copy is unavailable.

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Initiatives and Standards

AdvancED Worldwide: Advancing Excellence in Education
Southern Association of Colleges and Schools (SACS)
Council on Accreditation and School Improvement (CASI)

The policies, principles, and standards for accreditation by the Southern Association of Colleges and Schools (http://www.sacscasi.org/) represent the minimum level at which a library media program can function effectively, supporting the instructional program and providing for the varying needs of learners.

This association establishes standards for effectively aligning library media services with the school's mission and goals. Schools should plan to meet these standards at the very least and should participate in an ongoing program of evaluation, analysis, and improvement.

A District SAC CASI review was conducted in the ~~2006-2007~~2012-13 school year. The district received accreditation through the ~~2012~~ next five years.

View accreditation standards in their entirety at this website:

~~http://www.advanc-ed.org/~~https://www.santarosa.k12.fl.us/accreditation/

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American Library Association/American Association of School Librarians Standards

~~Initial Programs~~Learning Standards and Guidelines for School Library Media Specialists ~~Preparation~~

The School Library Media Specialist Preparation Program is predicated on the philosophy and mission of the national guidelines for school library media programs of the American Association of School Librarians: "to ensure that students and staff are effective users of ideas and information."

The complete program may be found at: ALA/AASL and http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aasleducation/schoollibrary/2010_standards_and_items_with_statements_of_scope.pdf

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Program Organization

The School Library Media Specialist

The library media specialist is an essential link in a new educational learning community which includes students, teachers, administrators, and parents as well as local, regional, state, national, and international communities. The new learning community is not limited by time, place, age, occupation, or disciplinary borders but instead is linked by interests, needs, and a growing array of telecommunications technologies.

Helping students to be information literate in this learning community is the central concern of student-centered library media programs. The goal is to assist all students in becoming active and creative locators, evaluators, and users of information to solve problems, think critically, and to satisfy their own curiosity through research and reading experiences. As the keystone of a student-centered library media program, the library media specialist works collaboratively with teachers, administrators, and others to facilitate students' entry into the Information and Communication Ages, in the following four roles:

As a teacher the library media specialist works with students and other members of the learning community to analyze learning and information needs, to locate and use resources that will meet those needs, and to understand and communicate the information the resource provides. The library media specialist is knowledgeable about current research on teaching and learning and skilled in applying its findings to a variety of situations – particularly those that call upon students to access, evaluate, and use information from multiple sources in order to learn, to think, create and apply knowledge. In short, the library media specialist teaches students to use information for critical thinking and problem solving using the *Information Literacy Standards for Student Learning* set forth in *Information Power: Building Partnerships for Learning*., the national standards for school library media programs (ALA, 1998).

As an instructional partner the library media specialist joins with teachers and others to identify links with curricular content, learning outcomes, student information needs, and information resources. Working with the entire school community, the library media specialist takes a leadership role in developing policies, practices, and curricula that guide students to develop the full range of information literacy skills. The library media specialist works closely with individual teachers in the critical area of designing authentic learning tasks and assessments and integrating the information and communication abilities required to meet ~~subject matter~~state standards.

As an information specialist the library media specialist provides expertise in acquiring and evaluating information resources in all formats; in bringing an awareness of information issues to teachers, administrators, students, and others; and modeling, for students and others, strategies for locating, accessing, and evaluating information within and beyond the library media center. Working in an environment that has been profoundly affected by technology, the library media specialist both masters sophisticated electronic resources and maintains a constant focus on the nature, quality, and ethical uses of information available in these and in more traditional tools.

As a program administrator the library media specialist guides and directs all the activities related to the library media program. Confident of the importance of the effective use of information to students' personal and economic success in their future lives, the library media specialist is an advocate for the library media program and provides the knowledge, vision, and leadership to steer it creatively and energetically in the 21st century. Proficient in the management of staff, budgets, equipment, and facilities, the library media specialist plans, executes, and evaluates the program to ensure its quality and relevance in the learning community. The district recommends that all libraries use the ExC^{3}EL evaluation instruments, which correlate to the Florida Power Library program.

Adapted from Information Power: Building Partnerships for Learning
American Library Association, c1998

Standards for the 21st-Century Learner

ISTE

AASL Learning Standards & Common Core State Standards Crosswalk

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Roles of the Library Media Specialist

The library media specialist plays an essential role in the school learning community to ensure that students and staff are efficient and effective users of ideas and information while meeting state standards. Collaboration with teachers, administrators and others is essential to prepare students for the communication age.

The Library Media Specialist as Teacher:

- instructs students and staff in authentic information problem solving strategies
- promotes reading through reading motivation and reading guidance
- integrates information and technology literacy with classroom curriculum
- instructs students and staff in the search strategies required to navigate electronic resources
- possesses a knowledge of literature for children and young adults
- recommends resources for reading and research
- provides orientation programs for students and staff concerning the facility, resources and services available through the library media center

The Library Media Specialist as Instructional Consultant:

- collaborates with teachers in the planning, implementation and assessment of resource-based units of study related to state standards
- designs authentic learning tasks with teachers
- develops and provides professional development programs for building level teachers, administrators and staff
- participates in school based committees
- develops and provides professional collections for staff
- recommends resources for integration with instructional units
- connects classroom curriculum with information and technology literacy

The Library Media Specialist as an Information Specialist:

- evaluates and selects resources to support curriculum initiatives
- conducts reference interviews to determine the information needs of students and staff
- guides students and staff in the selection of appropriate resources
- accesses external information resources
- facilitates the use of presentation tools in print, technology and media to disseminate information
- promotes the ethical and responsible use of information
- serves as the research expert for teachers and administrators

The Library Media Specialist as Program Coordinator:

- plans, executes and evaluates the library media program as it aligns with school district goals
- prepares and manages the library media center budget
- develops a collection that supports the curriculum
- supervises support staff and volunteers
- participates in professional organizations and engages in professional development to maintain professional skills
- develops procedures and organizational plans for the library media center
- initiates community outreach programs
- articulates intellectual freedom issues and manages challenges to materials according to school district guidelines
- manages the electronic circulation system and on-line catalog

School Library Media Staffing Structure

American Library Association (ALA)/
American Association of School Librarians (AASL) Position Statement on Staffing
AASL Position Statement

The success of any school library media program, no matter how well designed, depends ultimately on the quality and number of the personnel responsible for the program. A well-educated and highly motivated professional staff, adequately supported by technical and clerical staff, is critical to the endeavor.

Although staffing patterns are developed to meet local needs, certain basic staffing requirements can be identified. Staffing patterns must reflect the following principles:

- All students, teachers, and administrators in each school building at all grade levels must have access to a library media program provided by one or more certificated library media specialists working full-time in the school's library media center.
- Both professional personnel and support staff are necessary for all library media programs at all grade levels. Each school must employ at least one full-time technical assistant or clerk for each library media specialist. Some programs, facilities, and levels of service will require more than one support staff member for each professional.
- More than one library media professional is required in many schools. The specific number of additional professional staff is determined by the schools' size, number of students and of teachers, facilities, specific library program. A reasonable ratio of professional staff to teacher and student populations is required in order to provide for the levels of service and library media program development described in *INFORMATION POWER: Guidelines for School Library Media Programs.*

All school systems must employ a district library media director to provide leadership and direction to the overall library media program. The district director is a member of the administra-

tive staff and serves on committees that determine the criteria and policies for the district's curriculum and instructional programs. The director communicates the goals and needs of both the school and district library media programs to the superintendent, board of education, other district-level personnel, and the community. In this advocacy role, the district library media director advances the concept of the school library media specialist as a partner with teachers and promotes a staffing level that allows the partnership to flourish.

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Skills and Responsibilities of the Library Media Specialist

The library media specialists are an integral part of the instructional program for all grade levels. As a member of the instructional support team, the library media specialist must be proficient in many areas to develop and maintain a media program that enhances and supports the curriculum and state standards.

Skills:

- Comprehension of the broad spectrum of library media and the importance of media to education
- Knowledge of and insight into learning theory and communication processes
- Knowledge of curriculum content and state standards
- Knowledge of print, ~~and~~ non-print materials, and ~~and~~ equipment (including the latest devices appropriate for interactive curriculum and information research and delivery)
- Knowledge of sources and procedures for acquiring library media
- Knowledge of application of various types of technology to instruction
- Skill in determining comprehension levels of students and ability to select materials appropriate for those levels
- Ability to work cooperatively with administrators, teachers, and staff to develop an approach to instructional planning that includes developing objectives, designing educational experiences, and selecting appropriate library media to meet the objectives
- Ability to gain and maintain respect of school staff and students

Responsibilities:

- Lead in the design and development of innovative instructional programs
- Provide leadership in planning, organizing, and delivering all media services in the school, including information skills instruction, staff development, media production, and consultation/information services
- Promote the library media program in the school and community
- Assume a leadership role on the Library Media Advisory Committee to establish long- and short-range goals, recommend changes in services and assist in evaluation of the library media program
- Plan with teachers for information skills instruction correlated with subject-area curricula and share in the delivery of that instruction
- Work with teachers to develop educational objectives, plan learning experiences and identify appropriate library media to support those objectives
- Apply district selection standards and Florida statues when selecting, ordering, and evaluating materials for a balanced library media collection
- Administer the library media budget and maintain accurate budgetary records
- Organize the collection for quick and easy access and efficient circulation of materials and equipment
- Maintain a balanced collection that enhances and supports the curriculum
- Plan for and stimulate effective use of library media facilities, materials, and equipment
- Identify maintenance needs and initiate requests for needed repairs to materials and equipment

- Conduct inventory of the collection annually
- Assist teachers and students in selection and use of appropriate media
- Assist teachers and students in designing and producing learning materials
- Plan and implement inservice training for teachers in use of library media and technology
- Train students and teachers in the use of equipment and technology
- Provide reading, listening, and viewing guidance
- Coordinate district library media services
- Supervise clerical staff, student assistants and volunteers

In addition to the Library media specialists' typical instructional duties, they are often called upon to perform many clerical duties related to the day-to-day operation of the library media center, *especially if there is not a library media clerk.* These clerical duties can range from checking out books to printing overdue notices to shelving books. Whatever challenge arises, library media specialists must have the knowledge and willingness to perform any library media-related task, instructional or non-instructional (clerical).

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Typical non-instructional duties could include:

- Operation of the automated circulation system
  - Check materials out and in
  - Print bibliographies
  - Print statistics (monthly and yearly reports, etc.)
  - Print overdue notices
  - Web management
  - Technology troubleshooting

- Print Collection
  - Pull materials upon teacher request
  - Reserve materials for staff/student use
  - Shelve returned items
  - Straighten and read shelves for correct Dewey order
  - Maintain print materials (repair, replace or withdraw as needed)

- Electronic and Non-print Collection
  - Pull materials upon teacher request
  - Reserve materials for staff/student use
  - Shelve returned items
  - Maintain non-print materials (repair, replace or withdraw as needed)
  - Train staff/students in the operation of equipment needed for utilization of non-print materials, etc.

Contracted Work Day for Library Media Specialists

Library media specialists are under the same contract guidelines as teachers as stated in Article 5, "Teaching Conditions" and Article 7 "Teaching Hours" in the *Master Contract between the Santa Rosa County School Board and Santa Rosa Professional Educators, 2011~~07~~-2014~~0~~.*

ARTICLE V: WORKING CONDITIONS

C. All employees shall be entitled to a duty free lunch period of approximately thirty (30) minutes, which shall be considered as part of the school day. Principals may require elementary teachers to accompany their students at lunch during the first ten (10) days of the school year.

1. In schools where teachers desire a sixty (60) minute lunch period during planning days, this may be allowed provided all the following conditions are met:
   a. Only thirty (30) minutes of these sixty (60) minutes shall be considered as part of the teacher's workday.
   b. The thirty (30) minutes lost at lunch shall be made up by the teacher each day immediately preceding or succeeding the regular workday as determined by the principal.

S. Teachers at senior high and middle schools:

Will teach six(6) of six(6) periods with an uninterrupted, unencumbered fifty(50) minute common planning period. Any deviation from a 6 period assignment for full time instructional personnel must be approved by the District Grade Level Director.
School administration may schedule faculty meetings during this planning time under the following conditions:
1. Unless an emergency arises, the faculty meetings are scheduled at least two working days in advance.
2. Scheduled faculty meetings have at least 10 working days between occurrences.

T. Each normal school week, pre-school through elementary grade teachers shall be scheduled a 30 minute uninterrupted, unencumbered common planning time, exclusive of other non-contact (specialty area and lunch) time in the work day.

School administration may schedule faculty meetings during this planning time under the following conditions:
1. Unless an emergency arises, the faculty meetings are scheduled at least two working days in advance.
2. Scheduled faculty meetings have at least 10 working days between occurrences.

*S & T above: *If desired, a teacher may elect to schedule Professional Development, Parent Meetings, IEP meetings, etc. during the 50/30 minute common planning, but such meetings will not be mandated during the 50/30 minute common planning period.*

~~C. All employees shall be entitled to a duty free lunch period of approximately thirty (30) minutes, which shall be considered as part of the school day. Principals may require~~

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elementary teachers to accompany their students at lunch during the first ten (10) days of the school year.

S.

Teachers at senior high and middle schools:

1. on a six (6) or seven (7) period year long schedule shall be assigned one (1) planning period.
2. all other types of schedules shall provide fifty (50) minutes of unencumbered planning time per day.

T. Each normal school week pre-school through elementary grade teachers shall be scheduled planning time within the school day equivalent to fifty (50) minutes per day. This time should be duty free if at all possible.

ARTICLE VII: WORKING HOURS (For Teachers)

A. The school workday shall be seven and one-half (7-1/2) hours. Daily schedules shall be worked out at each local school with the approval of the Superintendent.

A. The school workday shall be seven and one-half (7-1/2) hours. Daily schedules shall be worked out at each local school with the approval of the Superintendent.

Santa Rosa County Teacher Master Contract (Linked on Employee Contracts web page)

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Library Media Center Teacher Assistant/Paraprofessional

The library/media teacher assistant or paraprofessional is a valuable asset to the overall library media program and performs many of the daily, routine activities involved in the operation of the library media center, which allows the library media specialist to spend time working with students and staff.
All libraries are different and use their teacher assistant/paraprofessional in different manners.
The complete job description for a Teacher Assistant/ Paraprofessional can be found at: https://www.santarosa.k12.fl.us/humanresources/Ed_Support/EdSupportJobDesc.htm
~~Teacher Assistant I Job Description~~

Skills:

- Clerical skills enabling performance of tasks related to the ordering, receiving, maintenance, inventory, production, circulation, and manipulation of instructional media;
- Ability to be trained in specialized library media tasks, including using equipment, computers and technology applications;
- ~~Typing~~ Technology literacy and office skills;
- Interpersonal skills for assisting students and teachers in locating and using resources.

Responsibilities:

Perform circulation tasks such as checking materials out and in, reserving, scheduling, and delivering library media materials and equipment;

- Maintain attendance records (number of patrons/classes attending center);
- Prepare, process and receive orders;
- Process materials for circulation;
- Maintain circulation records, inventories, bookkeeping accounts;
- Print reports and bibliographies using circulation software program;
- Type correspondence (as needed);
- Locate and retrieve materials and equipment for patrons and assist them in using library media center resources;
- Assist in the production of materials;
- Assist in the operation and minor repair of equipment and in the maintenance and repair of materials;
- Shelve, file, and duplicate materials (as needed);
- Check holdings in circulation system to determine availability of materials;
- Assist students and teachers as needed;
- Supervise students;
- Perform other duties as requested or assigned by library media specialist.

3

Library Media Center Management

School Library Media Center

Hours of Operation

Hours of operation should be established for faculty and students. If hours of operation are times other than school hours, this should be discussed with school administration and possibly ~~your~~ the school's Library Media Committee.

Schedules

- Flexible Access is preferred. The term "Flexible Access" means the library media center is accessible to all patrons at all times during the hours of operation. It is open for circulation, research, and other services provided by the library media center. Refer to The American Library Association's position statement on Flexible Scheduling.
- Library media specialists may set schedules for library media skills classes.
- Special events in the library are scheduled through the library media specialist.

Volunteer Policy

All library media center volunteers must follow the school board volunteer policies. All volunteers must complete an application and be school board approved annually. School Board Policy 3.80
The *Volunteer Handbook* can be accessed through the following webpage:
~~http://www.santarosa.k12.fl.us/parents/vol/~~https://www.santarosa.k12.fl.us/parents/vol/
The Volunteer Application can be found at schools.

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Equipment Loans

When ANY library media equipment leaves the school for five days or more, the person requesting the equipment must fill out a Temporary Loan Form. This form must be signed by the administrator before the equipment leaves the school site.

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School Library Media Committee

It is recommended that the Library Media Committee should include the library media specialist(s) as well as teacher representation from a broad range of grade levels and disciplines. The principal or administrative designee should be a member as should parents and students.

The committee aids in identifying long and short-range goals to meet the needs of the library media program. The committee helps establish strategies for reaching the goals. Short-range goals are to be attained during the current school year, while it may take two or three years for attainment of long-range goals.

The purpose of the Library Media Committee is to provide continuous review of the library media program, reveal needs that are not being met and/or goals that are not being achieved, and enable administrators, library media specialists and other stakeholders to establish new goals and strategies to meet changing needs.

Another responsibility of the Library Media Committee is to assist the library media specialist in the event of a book challenge.

The library media specialist presents available data, which might indicate strengths and needs of the library media program, to the Library Media Committee. Among the data considered are

- Results of Annual Program Review;
- Results of Library Media Program Teacher Survey; (Sample Faculty Survey Form)
- Results of Library Media Program Student Survey; (Sample Student Survey Form)
- Progress on Library Media program long and short range goals for the year;
- Student scores on standardized tests;
- Circulation and attendance statistics for the year;
- Recommendations from SACS reports;
- Inventory statistics;
- School Improvement Plan;
- Other relevant data.

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General Management

- Write policies and procedures for faculty/student handbooks
- Provide access before, after, and throughout the school day
- Administer budget
  - distribute money into account strings
  - prepare purchase orders per school directions
  - track expenditure by account (see your school bookkeeper for more information)
  - approve payment on receipt of items
  - write, call, or fax vendors about problems
  - manage internal account funds (book fair sales, lost book payments, etc.)
- Set goals/plan with the school Library Media Committee
- Build public relations
  - communicate regularly with principal
  - prepare bulletin boards and displays
  - send newsletters and informational flyers
  - host special activities, book fairs, reading motivation programs
  - coordinate volunteers
  - train and supervise student assistants
- Supervise clerical duties
  - receive, barcode, complete paperwork, and process new materials according to in-house procedures (MARC record, barcode, spine label, security strip, etc.)
  - receive and test new equipment, apply ID and barcode
  - administer circulation system
  - check materials out
  - check in returned materials, check for missing parts
  - print or email overdue notices
  - download data files
  - shelve books, magazines, electronic materials, electronic equipment
  - prepare magazines for library use
  - read shelves periodically to maintain correct order
  - maintain and clean electronic equipment as needed
  - mend damaged books and electronic materials
  - answer phone, read, and answer email
  - assist patrons with copiers, computers, equipment
  - assess lost and damaged fines and complete monies collected forms

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Collection Development

- Solicit input from teachers and students about materials to purchase
- Maintain consideration file for future purchases
- Locate reviews in journals and other selection aids prior to purchase
- Apply selection criteria (Florida Statute and School Board Policy) prior to purchase
- Reapply selection criteria with hands-on evaluation of new materials
- Communicate challenged materials process to administrators and teachers
- Weed print and non-print collections on an ongoing basis
- Inventory books, electronic materials, and equipment annually

Curriculum Support and Technology Applications

- Plan with teachers for instruction
  - use "Information Skills" (location skills, literature appreciation, information literacy) and state standards to develop lesson plans ~~(location skills, literature appreciation, information literacy)~~
  - correlate resources with classroom instructional program
- Provide resources to support classroom curriculum
  - communicate/meet with teachers to determine needs
  - prepare bibliographies about new and available materials
  - gather books, videos, multimedia for teachers
  - ~~order materials from district collections (ITV, PDC District Media Center)~~
- Conduct program assessment with input from school Library Media Committee to identify strengths and needs
- Provide motivation and guidance in reading/viewing/listening
- Provide library media orientation activities for students
- Chair/serve on school's technology committee for planning
- Provide Inservice for teachers
  - software applications
  - multimedia ~~(CD-ROM, laserdiscs, data projectors, scan converters, etc.)~~
  - ~~Internet~~
  - ~~electronic~~digital resources
  - copyright
  - library media orientation of faculty and staff
- Instruct students
  - student media production
  - TV news shows
  - multimedia skills
  - Information Literacy Skills
  - copyright

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- Provide technical assistance for utilization
  - implement instructional television (ITV)
    - facilitate closed-circuit system
    - develop a videotape library for school
    - schedule daily taping and broadcasts
  - facilitate television production for students
    - facilitate student media productions for school or competitions
    - organize and train students for daily news show
  - miscellaneous electronic equipment
    - troubleshoot problems with electronic equipment
    - make emergency repairs/lamp replacement in classrooms
    - check out items to be repaired to patron "maintenance"
    - check in repaired items on return
- Equip facility for special events, speakers, workshops, videotaping
  - ~~videotape~~ provide equipment for special events
  - set-up electronic equipment for workshops, speakers
  - contact PDC if equipment is no longer under warranty

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Professional Development

- Maintain current educational media certification
- Take advantage of professional growth opportunities
- Participate in state standards professional development
- Participate in local and state professional organization
- Subscribe to professional journals

Public Relations

Communication is the key element that must be present to establish a healthy public relations (PR) program within a school library media program. In order to effectively communicate with people, the library media specialist needs to develop a specific mindset based on the attributes listed below. Other k~~K~~ey elements include focus, service, promotion, and evaluation.

Positive Personal Attributes

Empathic~~y~~ – This requires that the library media specialist (LMS) identifies with students and teachers – their perceptions, thinking, and needs.
Gregarious –The LMS must seek out patrons and have conversations on a one-to-one basis concerning their information needs.
Subtle – The direct approach is not always the best. The message that the Library Media Center (LMC) program is there for everyone must be delivered indirectly through written, spoken, and visual communication.
Daring – The LMS must always be aware of new and different approaches to public relations programming and delivery.
Organ~~izat~~ized~~on~~ – Planning and follow-through become important factors in the delivery of solid PR programs.
Diversified~~ed~~~~cation~~ – The public served is diversified in relation to their information needs. The LMS must consider these unique and varied needs when developing a PR plan.
Enthusiastic~~m~~ – Not only should the LMS be enthusiastic about the PR program, but that enthusiasm should be directed toward the school, student body, and other constituents, as well.
Instinctive – The LMS must trust their instincts, identify and promote what works, and discontinue what doesn't work concerning their public relations programming.
Persistent~~ce~~ – The LMS must never give up. A solid public relations program is assembled in a gradual way. There will be issues to be resolved, which become learning experiences. There will be successes to be celebrated, which become building cornerstones.

Communication with the Principal

Keep the principal informed of all aspects of the library media program, such as:

- Statistical information
- Projects and ~~positive "happenings"~~events
- Problems
- Plans for new services, changes in existing services
- Future plans
- Program needs
- Make a special effort to share positive aspects and not just negative issues.

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Other Key Elements of Public Relations

Focus – The focus of the public relations program is to *create an understanding and appreciation of the library media program and the library media specialist as key elements in the team approach to facilitating student learning*. The library media specialist should never assume that everyone knows what is being accomplished in the library media program. Efforts for library media program promotion should start with those areas that are considered strong areas. Some traditionally strong areas include the promotion of reading, literacy, and technology as information resources, and facilitation of student learning. The library media specialist should also promote the fun things connected with learning from information such as contests, marathons, and carnivals. The focus remains the same, but the delivery method changes. *The intent is still rooted in using and understanding information, in fostering research, and in reading advocacy*.

Service –Building good public relations requires conscious identification with the public interest. It requires an ability and willingness to listen, to evaluate, to adapt, and/or to educate others about essential programs and services. *An effective library media center public relations program takes place on all levels beginning in the library media center, continuing throughout the school and district, and extending to the communit*y. To be successful, *the PR program should clearly define goals and objectives*. Selling the library media center program begins with effective service. This service can be characterized by friendliness and integrity when dealing with constituents. The library media center environment should reflect a spirit of cooperation between the library media staff and its constituent groups (students, parents, classroom teachers, school staff, administrators, and community groups). High quality, up-to-date materials in a variety of formats and of sufficient quantity to meet user needs encourage satisfied patrons to become "boosters" of the library media center.

Promotion – Promoting the school library media program is essential to its overall success. *The best promotion is the type that takes place naturally; by word-of-mouth. Advocates of the library media program (unofficial and unsolicited) make up the "fan club"*. For example, students are the best advocates when the program is focused on students. The same formula applies to parents, administrators, and other community target groups. The library media specialists must tell others consistently, frequently, and with pride and fervor that the library media program impacts learning in a positive way.

Evaluation – The public relations effort of a library media program is not complete without assessment and evaluation. Assessment often involves understanding constituent needs and addressing those needs through program development. Evaluation involves a multifaceted approach, focusing on individual programs, the overall library media program, and the goals, objectives, and activities of the PR campaign. *Assessment and evaluation provide opportunities for creation of new and better programming, as well as the retention of tried-and-true programming*. An effective PR campaign for a school library media center program is never completed. The process of assessment and evaluation ensures that the program will remain dynamic and flexible.

Techniques

- Creating information for in-school announcements
- Designing posters which call attention to Library Media Center publications or services
- Editing a newsletter with information for students, faculty, administration, and parents
- Writing articles for the school newspaper, newsletter, or other publications
- Developing multimedia productions highlighting the use of the center, its services, or special programs
- Offering a Library Media Center open house as an individual event or in conjunction with the overall school open house
- Facilitating book fairs and displays concerning special topics, events, and holidays
- Presenting the Library Media Center program to the Santa Rosa County School Board, faculty, and parents
- Designing brochures to promote library media services
- Designing inservice activities for faculty and staff such as workshops concerning specialized topics
- Creating press releases or information bulletins for local newspaper articles
- Arranging for radio and/or TV coverage of special events, program enhancements, or topics of public interest
- Establishing volunteer programs, which involve students, parents and community members
- Participating in statewide and local reading programs such as Sunshine State Young Readers Award Program, Just Read Florida!, Florida Teen Read, Florida Reading Association Children's Book Award and literature festivals
- Sponsoring contests to encourage the use of Library Media Center resources
- Sponsoring a library media club and /or school-related clubs or activities
- Presenting "booktalks" and storytelling events
- Arranging for special appearances by local personalities, authors, storytellers
- Collaborating in the design of cooperative programs with the public library and/or local businesses
- Facilitating the establishment and implementation of a School Library Media Committee
- Presenting orientations for teachers concerning Library Media Center services, programs, and resources
- Providing opportunities for exchange of paperbacks and other resources
- Encouraging reading contests

The above information was taken from the Florida Association for Media in Education; Information Power: Guidelines for School Library Media Programs, 1989.

Resources for Publicity and Special Observances

ALA sponsors a variety of promotions. Access these from their web site (www.ala.org). Click on events & conferences, then library promotion.

- Banned Books week in September
- National Teen Read Week – October (new theme annually)
- School Library Media Month & National Library Week – April

FAME (http://www.floridamedia.org/)

Florida Sunshine State Young Reader's Award
Florida Teens Read
Just Read, Florida!

National Center for Family Literacy (http://www.famlit.org/)

Reading Tips for Parents

Children's Book Council (~~-~~http://www.cbcbooks.org/~~)~~)

Young People's Poetry Week, 3rd week in April
National Children's Book week – November

National Reading Incentive Program: Book It!

Started in 1985 as a way to motivate kids to read more, Pizza Hut's BOOK IT! Program has become the largest reading motivation program in America. The goal today is the same as it was 25 years ago – to help children develop a lifelong love of reading. (http://www.bookitprogram.com/)

Motivational ~~I~~ Ideas for Children's Book Week and National Library Week

(~~(~~http://www.educationworld.com/a_lesson/lesson210.shtml and http://www.ala.org/conferencesevents/national-library-week-programming-ideas)~~http://falcon.jmu.edu/~ramseyil/bookweek.htm)~~

Free resources are available from The Gale Group. (http://www.galeschools.com/media.htm has timely resources for LMS)~~. Examples are:~~

- ~~Celebrating Black History Month – February~~
- ~~Celebrating Hispanic Heritage – September 15 to October 15~~
- ~~Celebrating Women's History Month – March~~
- ~~PR Tips for promoting the library~~

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Resources for Faculty

Orientation

The library media specialist should provide a program to orient teachers to the library media program and continually update them about new services, new materials and equipment, and changes in policies and procedures.

For new staff members who join the faculty during the school year, a packet of materials can be assembled and given to them, along with a personal invitation to visit the library media center. The packet could contain the library media center brochure, ~~an information sheet describing district media services,~~ forms for requesting services and materials, a welcome note, etc. A special time for the new teachers to visit the library media center could then be arranged.

Professional Collection

With input from teachers and administrators, the library media specialist develops, maintains, and updates the Professional Library collection of professional books, journals, and audio-visual materials located in a designated area within the school library media center. Materials in this collection are processed with P / PRO as the call number designator on the spine label.

Resource Sharing

Resource sharing is a way of promoting the library media center program. The library media specialists provide resource-sharing services that include, but are not limited to:

- **Professional Information**
  The Professional Development Center (PDC) ~~is a lending library for teachers and all district employees. It~~ has a collection of videos and DVDs for professional development. Call for details.~~To access the catalog go to the PDC website and click on video catalog.~~
  The production room at the PDC is available for teacher use. The production room has a copier, laminator, poster maker, and Ellison machine. The lamination is free but you must bring your own paper for the copier. Contact the PDC for an appointment at 983-5110.
  ~~The Inservice Office has a listing of district-based workshops.~~
- **Instructional Television**
  Cable channels offering extended use of videotaped programs (copyright clearance longer than 45 days) are available at each school site. These are listed in the monthly publication *Access Learning.* Go to the website (http://www.ciconline.org) to subscribe.
- **Assistance** is provided in locating community resources and agencies; such as public and college libraries. Florida Electronic Library is a gateway to a wide range of electronic information resources. Free access is available to all Florida residents.

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Budget Planning

Budget planning for books, online resources, equipment, videos/DVDs, emerging technologies, periodicals, supplies, etc.
One responsibility of library media specialist is to determine the priorities for purchase, selecting those items that most positively impact student achievement and meet the needs of the staff and community in a fiscally responsible manner. In a typical school, purchases for the library media program must compete with everything from custodial supplies to balls and tennis rackets for Physical Education, which are all necessary for the operation of the school. Nevertheless, it is hard for a library media specialist to compete unless armed with goals and objectives for the library media program and a solid knowledge of how to manage the different funding sources available.

Multiple funding sources can be tapped for library media purchases.
The school's FTE (Full Time Equivalency) budget supports the library media program with the exception of the Instructional Materials money in Library Media Services' budget and capital funds, the school level administrator controls all other funding sources. Ultimately it is the **school administrator** who is responsible for providing financial resources for purchasing items for the library media program. It is the **library media specialists' responsibility to advocate** for the program by making the needs known.

The school budget should fund the major portion of the library media purchases.
The principal indicates the percentage of the school budget that will be allocated to the library media program.

Instructional Materials (DOE categorical) funds that are allocated to schools for library media purchases are in the Department of Finance Budget.
July 1 of each school year, the Department of Finance distributes to principals and bookkeepers via email the Instructional Materials allocations for the year. The library media specialist and principal should discuss the figures and plan expenditures for the year in concert with the school library committee. *Note that collections and programs that are under-funded show significant deficiencies that have been proven to negatively impact student achievement* (Curry Lance, 2001).

The library media categorical funds are earmarked 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, class sets of resources, and supplies are not eligible expenditures from these funds (Section 1006.40 (4), Florida Statutes).

It is recommended that the Book Collection be current and up to date before purchasing electronic media.

Sources of Funding Managed by Library Media Specialists

School-based Allocations

The school budget is furnished to school administrators by the district. Instructional Media Services Funds, Function 6200, are used to purchase print and non-print materials, library media supplies, and small equipment. Your administrator/budget committee allots school-based allocations, object 901, to the library media account. Each school has a unique 4-digit code. The fiscal year is from July 1 to June 30.

Budget Sample form A for library media expenditures

Budget Sample form B for library media expenditures

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Object Codes

310	Prof. and Tech. Services
331	Travel – In County
332	Travel – Out of County
350	Repairs and Maintenance
360	Rentals
390	Other Purchased Services
510	Supplies
530	Magazines
611	Library Books – New School Libraries
612	Library Books – Existing School Libraries
621	Audiovisual Materials >$1000
622	Audiovisual Materials <$1000
641	Furniture and Equipment > $1000
642	Furniture and Equipment < $1000
691	Computer Software >$1000
692	Computer Software <$1000
730	Dues and Fees

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Internal Funds

Internal funds are comprised of monies collected from fines*, donations, book fairs, etc. Based on ~~Internal Funds Policy 6.34~~Internal Funds Policy 7.32+, all money collected must be recorded on a Monies Collected Form (MCF) or pre-numbered receipt. All money must be turned in to the school office (bookkeeper) no later than the next business day. (The student's name should be listed on the MCF and the amount collected from the student when the form is filled out).

The funds that are collected that relate to the library media center shall be expended on and used for the benefit of the library media center.

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*Fines:~~–~~ Charging fines for overdue materials is a school-based decision.

Federal and State Grants
Federal and State grants are handled in a special manner. See your bookkeeper for specific details.

Library Media Growth Funds
Library Media Growth Funds (Project 907071) are funds provided by the district based on FTE projections and previous funding allocations. Library Media Growth Funds are allocated for the purchase of books only.

FAME (Florida Association for Media in Education)
These funds (Project 102) are allocated by the state to the district and distributed to the school library media center for the purchase of library media only.
The library media categorical funds are earmarked 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, class sets of resources, and supplies are not eligible expenditures from these funds (Section 1006.40 (4), Florida Statutes).

Purchasing

The Santa Rosa County School Board places orders through purchase orders and by the use of VISA Procurement Cards. Schools also make purchases by using internal funds purchase orders and MasterCard Procurement Cards. The Santa Rosa County School Board (certificate 67-05-008931-53C) is exempt from all federal excise and state sales tax. Copies of the tax certificate and other forms are available online:
~~http://www.santarosa.k12.fl.us/purchasing~~https://www.santarosa.k12.fl.us/purchasing/S&DInfo/forms/Forms.html
~~School and Dept Info~~
~~Forms~~

Online ordering greatly reduces the volume of paperwork and ensures more timely delivery of goods, as well as a savings to the school system by reducing the costs incurred with the preparation of Purchase Orders. This process should be our "preferred" method of collection development and acquisitions.

~~http://www.santarosa.k12.fl.us/purchasing/~~https://www.santarosa.k12.fl.us/purchasing/S&DInfo/Online_Ordering/Online.htm
~~School and Dept Info~~
~~Procurement Card~~
~~Visa Card~~
~~Procedures~~

Requests for purchases are submitted to the school budget designee for approval by the principal.

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Consideration File

It is recommended that library media specialists maintain a consideration file that includes requests from faculty, parents, students and administrators. Library Resource considerations also come from reviews in periodicals and professional journals. This file is helpful in placing future orders.

Purchase Orders
Requests for purchase orders are initiated at the school or department level and approved by the Purchasing Agent. No services are to be rendered or product delivered until obtaining a purchase order unless the procurement card is used. The purchase order will spell out the specific items to be delivered, price, quantity, delivery information, terms and conditions. Completed purchase orders are given to the appropriate school personnel for processing or ordering. When the order is received, verify your order, sign and return the purchase order to your bookkeeper or accounts payable. Property Control will tag purchases from internal funds valued at $1,000 or more.

When ordering video materials it is recommended that the following statement is written on the order or under "comments" for an internet order:

"I understand that I am purchasing the right to broadcast this video material over the school's closed circuit television network. If this cannot be done in accordance with the copyright law, please do not fill this order."

Credit Cards
The VISA procurement card works like a credit card. VISA is used for school-based, FAME and Media Growth Funds. Single transaction limit is $999.99. ~~Some schools also have a Mastercard which can only be used for Internal Accounts.~~ Check with your bookkeeper for your school guidelines concerning credit card use. More information on the use of VISA ~~and Mastercard~~ can be found on the Purchasing website.
https://www.santarosa.k12.fl.us/purchasing/S&DInfo/PCard/creditcard_index.htm
~~http://www.santarosa.k12.fl.us/purchasing/~~
~~School and Dept Info~~
~~Procurement Card~~

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Preprocessed Books
Ordering preprocessed books (and paying more for each book) saves considerable time for the library media specialist and staff. Automated processing can include data disk, barcode label, spine label or stamping, and Accelerated Reader or Reading Counts labels.

Bid List Items
The Purchasing Department of Santa Rosa County Schools conscientiously works with the bid process to ensure that schools receive the maximum purchasing discounts. Online access to the Purchasing web site should help in locating items and vendors on bid contract with the School District or on State Contract. Certain equipment and materials may be available through a state bid list. Contact the school bookkeeper for more information.

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3270 Gateway System

It is helpful for library media specialists to have viewing access to the 3270 Gateway System. Principals may request that library media specialists be given permission to view 3270. ~~The form for this is located in the Public Folders of Microsoft Outlook Email.~~ Please call or e-mail Tom Turman for a copy of the security form. ~~To find the form:~~
~~Go To:~~
~~Outlook~~
~~All Public Folders~~
~~Santa Rosa Forms~~
~~Double click on Data Processing~~
~~Financial Security Form (Right side of screen)~~
~~3270 Financial Security Form~~

Collection Development: Library Media Collection

The library media collection is developed in accordance with the district's educational media materials selection policy (4.22)~~, and the Florida Statutes 1001.03~~ and Florida statute 1006.28.

The American Association of School Librarians (AASL) positions on collection are available online at The American Association of School Librarians in the document "Access to Resources and Services in the School Library Media Program: An Interpretation of the Library Bill of Rights."

Selection of Materials

Legal Basis of Selection
All materials must comply with the following criteria:
Florida Statutes 847.001, 847.012, 847.0133, 1006.34
http://www.flsenate.gov/Statutes/index.cfm

When using materials from sources other than approved materials from your school or district, the following form must be submitted and on file before using the materials in your instruction:

Request for Usee of Educational Material From Outside Sources

1006.34 Powers and duties of the commissioner and the department in selecting and adopting instructional materials.—
(b) In the selection of instructional materials, library media, and other reading material used in the public school system, the standards used to determine the propriety of the material shall include:
1. The age of the students who normally could be expected to have access to the material.
2. The educational purpose to be served by the material. In considering instructional materials for classroom use, priority shall be given to the selection of materials which encompass the state and district school board performance standards provided for in s. 1001.03(1) and which include the instructional objectives contained within the curriculum frameworks approved by rule of the State Board of Education.
3. The degree to which the material would be supplemented and explained by mature classroom instruction as part of a normal classroom instructional program.
4. The consideration of the broad racial, ethnic, socioeconomic, and cultural diversity of the students of this state.

Any instructional material containing pornography or otherwise prohibited by

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s. 847.012 may not be used or made available within any public school.~~b) In the selection of instructional materials, library books, and other reading material used in the public school system, the standards used to determine the propriety of the material shall include:~~
~~1. The age of the students who normally could be expected to have access to the material.~~
~~2. The educational purpose to be served by the material. In considering instructional materials for classroom use, priority shall be given to the selection of materials which encompass the state and district school board performance standards provided for in s. 1001.03(1) and which include the instructional objectives contained within the curriculum frameworks approved by rule of the State Board of Education.~~
~~3. The degree to which the material would be supplemented and explained by mature classroom instruction as part of a normal classroom instructional program.~~
~~4. The consideration of the broad racial, ethnic, socioeconomic, and cultural diversity of the students of this state.~~
~~No book or other material containing hard-core pornography or otherwise prohibited by s. 847.012 shall be used or available within any public school district.~~

F.S. 847.001 Definitions
((6) "Harmful to minors" means any reproduction, imitation, characterization, description, exhibition, presentation, or representation, of whatever kind or form, depicting nudity, sexual conduct, or sexual excitement when it:
(a) Predominantly appeals to a prurient, shameful, or morbid interest;
(b) Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable material or conduct for minors; and
(c) Taken as a whole, is without serious literary, artistic, political, or scientific value for minors.~~6) "Harmful to minors" means any reproduction, imitation, characterization, description, exhibition, presentation, or representation, of whatever kind or form, depicting nudity, sexual conduct, or sexual excitement when it:~~
~~(a) Predominantly appeals to the prurient, shameful, or morbid interest of minors;~~
~~(b) Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable material for minors; and~~
~~(c) Taken as a whole is without serious literary, artistic, political, or scientific value for minors. A mother's breastfeeding of her baby is not under any circumstance "harmful to minors."~~

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F.S. 847.012 Prohibition of sale or other distribution of harmful materials to persons under 18 years of age (no videos, visual representation, image of a person or portion of the human body which depicts nudity or sexual conduct…and which is harmful to minors; no book, printed material or sound recording which contains matter as defined in statute 847.001 and which is harmful to minors)

F.S. 847.0133 Protection of minors; prohibition of certain acts in connection with obscenity; penalty.—~~("obscene material" means any obscene book, magazine, periodical, pamphlet, newspaper, comic book, story paper, written or printed story or article, writing paper, card, picture, drawing, photograph, motion picture film, figure, image, videotape, videocassette, phonograph record, or wire or tape or other recording, or any written, printed, or recorded matter…)~~

(1) A person may not knowingly sell, rent, loan, give away, distribute, transmit, or show any obscene material to a minor. For purposes of this section "obscene material" means any obscene book, magazine, periodical, pamphlet, newspaper, comic book, story paper, written or printed story or article, writing paper, card, picture, drawing, photograph, motion picture film, figure, image, videotape, videocassette, phonograph record, or wire or tape or other recording, or any written, printed, or recorded matter of any such character which may or may not require mechanical or other means to be transmuted into auditory, visual, or sensory representations of such character, or any article or instrument for obscene use, or purporting to be for obscene use or purpose. The term "obscene" has the same meaning as set forth in s. 847.001.

(2) As used in this section "knowingly" has the same meaning set forth in s. 847.012(1). A "minor" is any person under the age of 18 years.

(3) A violation of the provisions of this section constitutes a felony of the third degree, punishable as provided in s. 775.082 or s. 775.083.

Selection and Management of Instructional Material

School Board Policy 4.21 states:
The School Board shall be legally responsible for the instructional materials used in the operation of District schools. Responsibility for the selection and management of the materials is that of the principal of the school. The principal is also responsible for assuring that instructional materials are used to provide instruction to students enrolled at the grade level or levels for which the materials are designed and for effectively communicating to parents the manner in which instructional materials are used to implement the curricular objectives of the school.

(1) The following standards will be used to determine the propriety of instructional materials for selection:
(a) The age of the children who normally could be expected to have access to the material,
(b) The educational purpose to be served by the material, with priority being given to the selection of materials that encompass state and District performance standards,
(c) The consideration of the racial, ethnic, socioeconomic, and cultural diversity of the District,
(d) The degree to which the material would be supplemented and explained as part of normal classroom instruction.

Consideration should be given to recommendations made by District committees who have reviewed the available materials in a subject area.
No books or other material containing hardcore pornography or other prohibited material by Florida State Statutes shall be used.

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Instructional Material Grievance Procedure

The School Board believes that the selection, challenge, and removal of instructional materials are within its jurisdiction in accordance with appropriate statutory and constitutional law.

Instructional materials for use in school library media centers or classrooms shall be carefully selected. Such materials may include, but will not be limited to, textbooks, ancillary materials, library books, curriculum materials, and non-print materials.

In all cases where materials being used in a school are challenged, they should be challenged at the level where the materials are being used and referred to the Superintendent and Board only if the citizen is not satisfied with the handling at the local level. (Refer always to School Board Policy 4.30)

Grievances Concerning Instructional Materials

Any citizen may file a complaint with a school concerning the use of instructional materials. Instructional materials being questioned shall NOT be removed from use until the following informal and/or formal grievance procedures have been completed.

Complaints shall be handled as follows:

School Level – Informal

1) The complainant shall first contact the teacher or library media specialist at the school site with the complaint. Every effort shall be made by the respective school center to resolve such issues at this level. If the issue is not resolved at this point, proceed to Step 2.
2) The principal and appropriate staff member(s) should meet with the complainant to explain the criteria and procedures used to select materials and the role which the material in question has in that school's curriculum. If the complainant is not satisfied by the explanation and desires to file a formal complaint, that person may do so as follows:

   Secure and complete:

   - The Checklist for Citizen's Request for Re-Evaluation of Instructional Materials Instructional Material Grievance Procedure: Checklist for Citizens Request
   - The Citizen's Request for Re-Evaluation of Instructional Materials form Instructional Material Grievance Procedure: Citizens Request Form (Adapted from the Davies-Brockuell Media Selection Policy and the National Council of Teachers of English)

   ~~***(Adapted from the Davies-Brockuell Media Selection Policy and the National Council of Teachers of English)***~~***If the complainant does not return the form, the complaint will be given no further consideration.***

   - ~~Checklist and form are available from the school's media specialist and on the District web site. If the complainant does not return the form, the complaint will be given no further consideration.~~

3) Re

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- Director of Library Media Services

4) Within 5 workdays from receipt by the principal of the complaint form, the completed information will be studied by a School Materials Review Committee (SMRC), which shall be appointed on an ad hoc basis by the principal and which shall meet as follows:
   - The committee shall consist of two teachers in the appropriate subject or grade; a library media specialist; one student (middle/high school only); the principal or assistant principal; a counselor; a community representative; the Language Arts Curriculum Specialist; and the Director of Library Media Services.
   - The SMRC will study the information on the form, review the material in question, and within 10 workdays of establishment of the committee will render a written recommendation on the SMRC form to the principal based on the following criteria as appropriate:
     - educational significance
     - quality
     - appropriateness to level of user
     - organization and presentation of content
     - relationship to the course of study/curriculum
     - timeliness
     - potential user appeal
     - validity, accuracy, and objectivity of information
   - The SMRC may solicit and/or review comments from appropriate audiences or resource persons.
   - The principal will make the selection criteria available to interested persons.
   - Within 5 workdays after receipt of the SMRC recommendation, the principal shall render a written, final, school-level decision and forward same with the SMRC recommendation to the Superintendent, Assistant Superintendent for Curriculum & Instruction, and the party requesting the review. The complainant may appeal the decision of the principal to the Superintendent of Schools in accordance with the following provisions:

District Level – Formal Appeal

1) The complainant shall notify the Superintendent in writing of the request for an appeal.
2) Within 15 workdays from receipt of such request, the Superintendent and appropriate staff will review the action taken at the school level and will issue a decision. If the decision does not include further review, the complainant will be so notified in writing and may then request an appearance to appeal directly to the School Board in accordance with School Board Policy.
3) If the Superintendent finds cause for further review, he will, within 15 workdays from receipt of the written complaint, submit it to a District Materials Review Committee (DMRC), appointed on an ad hoc basis by the Superintendent, with the following provisions:
   a) The committee should consist of a minimum of 7 people. Membership may be drawn from library media specialists, two teachers in the appropriate subject area/grade level; the Director of Library Media Services or designee; two principals at the appropriate level; an assistant principal; Assistant Superintendent for Curriculum & Instruction or designee.
   b) The DMRC will study the information on the "Citizen's Request for Reconsideration of Instructional Materials" form and the SMRC's recommendations, review

the material in question, and make a recommendation to the Superintendent within 10 workdays of their receipt of their request.

c) The DMRC may solicit and review comments from appropriate audiences or resources persons.

d) The material in question will be made available for review upon request of interested persons.

e) The Superintendent shall make a final administrative decision and will send a copy of that decision to the principal, Assistant Superintendent for Curriculum & Instruction, and the complainant within 5 workdays from receipt of the DMRC recommendation.

4) The complainant may appeal in writing to the School Board such decision of the Superintendent and may request an appearance before the Board in accordance with School Board Policy.

- Citizen's Request Form for Re-Evaluation of Instructional Materials
- Checklist for Citizen's Request for Re-Evaluation of Instructional Materials
- Checklist for Materials Review Committee for Re-Evaluation of Instructional Material

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Procedures for Evaluation and Selection of Educational Media

Objectives of Selection

The primary objective of educational media is to implement, enrich and support the educational program of the District. It is the duty of the District to provide a wide range of materials of different levels of difficulty, with diversity of appeal, and representing different points of view taking into account the varied interests, abilities, and maturity levels of the pupils being served. The utilization of any specific item in educational media does not necessarily mean that the school or the District advocates or endorses the contents of that item. To this end, the School Board of Santa Rosa County affirms that it is the responsibility of the instructional program to provide:

- Media that will stimulate intellectual growth;
- Information that will enable students to make intelligent decisions and to understand the consequences of their decisions;
- Educational media that reflects differing and/or opposing viewpoints;
- Educational media that reflect the multicultural basis of society and the contribution of different cultures.

Administrative Responsibility for Selection

Annually, the principal of each school is responsible for reviewing copyright policies and "Procedures for Evaluation and Selection of Educational Media" with the school staff. The principal may delegate this responsibility to the library media specialist. Personnel shall sign the Copyright and Educational Media Policy Agreement to acknowledge receipt of the policies and guidelines. These forms should be kept on file at each school site.

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Personnel Responsible for Selection

The responsibility for coordinating the selection process and making the final selection for the library media center rests with the school library media specialist.
Selection of educational media is a continuous process which involves teachers, principals, lay persons, other instructional personnel, and students as appropriate.
Final selection of classroom curriculum material shall be the responsibility of the principal or the principal's designee.

Media (films, videotapes, software, print texts, etc.) from sources other than the district or a school library media center collection must be approved by the principal. Request for Use of Educational Media From Outside Sources forms are available online and at each school site and shall be used for requisitioning and/or requesting permission to use such materials. The content of the curriculum will determine the need for and use of media. School Board Policy 4.21

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Collection Analysis

Destiny Library Manager Automation System has a robust automated collection analysis tool built in to the system designed to assist the Library Media Specialist (LMS) with weeding and purchasing considerations. An added feature that other services do not have is the collection data us statistically reflective of the library circulation data. This data can

be valuable to the LMS when funds are needed for specific areas of your collection. The data can be retrieved with ease by following a few simple steps. Destiny Collection Analysis has the ability to perform a detailed and specific investigation by drilling down from a larger range to a smaller range. After selecting your parameters, Destiny has a number of lists and reports that can help find and evaluate materials that need to be or have been discarded/weeded.

Destiny provides the following reports:

- M~~List of m~~aterials that haven't circulated in a long time
- M~~List of m~~aterials that have recently been checked out
- M~~List of m~~aterials with old publication dates
- Particular copy's statistics
- W~~A w~~eeding log
- Age of the collection
- Value of the collection
- Search Statistics Report (what students have searched for and found/~~ or~~ not found)

This summary provides you with the circulation statistics, average age, and value of all the materials in your collection organized by call number.

Collection Statistics Summary ~~cannot~~ must not be generated between 8:00am and 3:00pm (M-F), because of the negative impact on the system.

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Criteria for Selection of Materials

The following criteria will be used as they apply:

- Materials and information shall support and be consistent with the general educational goals of the district and the objectives of specific courses.
- Materials and information shall meet high standards of quality in factual content and presentation.
- Materials and information shall be appropriate for the subject area and for the age, emotional development and ability level, and the social development of the students for whom the materials are selected.
- Materials and information shall have aesthetic, literary, or social value.
- Material and information chosen shall be by competent and qualified authors and producers.
- Materials and information shall be chosen to foster respect for women and minority and ethnic groups and shall realistically represent our pluralist society, along with the roles and lifestyles open to both women and men in today's world. Material and information shall be designed to help students gain an awareness and understanding of the many important contributions made to our civilization by women and minority and ethnic groups.
    - Materials and information shall clarify the multiple historical and contemporary forces with their economic, political and religious dimensions, which have operated to the advantage or disadvantage of women, minority groups, and ethnic groups. These materials shall present and analyze inter-group tension and conflict objectively, placing emphasis upon resolving social and economic problems.
    - Materials and information to clarify the important role religion had in shaping every age and culture shall be included with emphasis on objectivity and balance.

- Materials shall be designed to motivate students and staff to examine their own attitudes and behaviors and to comprehend their own duties, responsibilities, rights and privileges as participating citizens in a pluralistic, nonsexist society.
- Materials and information shall be selected for their strengths rather than rejected for their weaknesses.
- Biased or slanted materials and information may be provided to meet specific curriculum objectives. Physical format and appearance of materials and information shall be suitable for their intended use.
- The selection of materials and information on controversial issues will be directed toward maintaining a balanced collection representing various views.

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Helpful Sites for Selection of Materials

A hands-on examination of materials is not always possible. Library media specialists must, therefore, rely on a number of materials selection aids.

Web Resources:

School Library Journal
School Library Journal, founded in 1954, carries more book reviews and wins more awards for editorial excellence than any other publication in the field. This online journal serves librarians who work with young people in school and public libraries. It gives indispensable information needed to manage libraries, from creating high-quality collections to understanding how technology can assist learning.

American Association of School Librarians -- Collection Development
This is an outstanding compilation of online resources for collection development for all media specialists. It includes reviews of books, recommended reading lists, award winner lists, and collection reviews.

Booklist
For more than 90 years, *Booklist* magazine has been the librarian's leading choice for reviews of the latest books and (more recently) electronic media. Every year *Booklist* reviews nearly 4,000 books for adults, more than 2,500 titles for children, more than 500 reference books and electronic reference tools, and 1,000 other audiovisual materials.

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Books In Print
This is one of the industry's largest Web-based bibliographic resources for professionals.

Horn Book
The Horn Book Magazine is for everyone who needs to know about children's literature. Each bimonthly issue contains invaluable reviews of the newest books available, lively articles and columns covering a variety of aspects of children's books, and more.

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Media and Methods
This is the leading technology and education magazine used for purchasing decisions in K-12 schools.

Best Books for Young Adults

The list presents books published in the past 16 months that are recommended reading for young adults 12 to 18. It is a general list of fiction and nonfiction titles selected for their proven or potential appeal to the personal reading tastes of the young adult.

Recommended "Do's and Do Not's" of Material Selection

- **Do** select materials based on objective criteria included in your selection policy.
- **Do** include teacher and student input when making selections.
- **Do** select material based on the needs of your school's curriculum and your students' interests and abilities.
- **Do** provide quality resources so that children are selecting from the best, even though these may be expensive.
- **Do** select materials you have examined or on which you have found favorable reviews.
- **Do** purchase materials from any source which provides the materials needed, the services desired, and the best return for your dollar.
- **Do** purchase quality materials whenever possible
- **Do not** overdo the purchase of controlled vocabulary materials, even though some carefully selected ones are needed for slow readers.
- **Do not** buy rewritten classics in a slick format for elementary children; let them grow up to these books in the original writing in attractive new editions and read them aloud until that time.
- **Do not** spend your money on a set of books except the standard encyclopedias unless you are certain there is a need for each title in the series.
- **Do not** keep shabby, out-of-date books of mediocre or poor quality on the shelves, even if the shelves look bare. These are poor fare for both the eager and reluctant reader. "Weeding" is an important part of developing a quality collection.

Electronic Collection Development

Typically, the same criteria are applied to the electronic resource selection processes that are applied to print and other standard library formats. The following are some of the criteria to consider before selecting or acquiring
electronic material.

- Accommodates user needs
- Vendor's reliability in customer support and the availability and quality of their training programs
- Subject relevancy
- Cost considerations – Cost of upgrades, back files, future upgrades, etc.
- Offers some value-added enhancement to make it preferable over, or a big addition to, other print or non-print equivalents
- Meets usual and customary technical standards
- Uniqueness and completeness of information
- Authority of producer
- Currency and validity of information and updates
- Access and network capability
- Technical ease, accessibility, and a "user friendly" interface. Examples of these are:
    - Tutorials
    - Introductory screens
    - Prompts and menus
    - Help menus
    - Printing and downloading potential;
    - Copyright and fair use issues
- Legal issues including licensing requirements and restrictions
- Intellectual level and quality of information
- Trial period available for examination of product
- Hardware and software requirements

Commercially Available Electronic Online Resources

The twenty-first century school library media center provides access to online information just as readily as to print, audiovisual or electronic material. "Acquisitions and selection criteria take on entirely new meaning when considering access to online services. . . . New paradigms of selection and evaluation evolve with new technologies and their application to the classroom and resource center" (Craver, 1994). Carol Simpson "The School Librarian's Role in the Electronic Age". Teacher Librarian, v25 n5 p38-39 May-Jun 1998. ERIC Digests. 11 Jul. 2011. http://www.ericdigests.org/1997-3/librarian.html

Careful consideration should be given to:

- Content. Comparisons to printed versions in terms of completeness vs. selectivity, back-file coverage, update frequency, etc.
- Added Value. Wider access, search-ability, potentially greater currency, etc.
- Presentation or Functionality. Usability, searching and limit functions, linking, etc.
- Technical Considerations. Hardware and software requirements, including storage space, web browser compatibility, plug-in requirements, authentication, etc.
- Licensing and Business Arrangements. Problematic license restrictions, ongoing access rights, costs, etc.
- Service Impact. Documentation, publicity, staff training needs, etc.

Reading Level Versus Age-Appropriateness

Santa Rosa School District recognizes the value of eBooks as a resource for student reading. While eBooks can serve as a valuable resource for our students, the use of eBooks should be closely monitored by parents. It is important that parents recognize that reading levels may not always be indicators of the appropriateness of the online content. Just like a book, an eBook that is the correct reading level may not contain age-appropriate material for that specific age level.

For example, just because a book is listed at a 5.5 reading level does not mean that the content is appropriate for a child reading at that level. The student may be able to read the words, but the content may be too mature for the student.

A book listed on the Accelerated Reader (AR) site, Scholastic Reading Counts (RC) site, or similar book collection sites, does not necessarily mean the book is available in Santa Rosa School libraries, or that it is endorsed by the Santa Rosa District Schools.

Parents are strongly encouraged to investigate the reading level **and** the age-appropriateness of books that their own children are reading. To determine age-appropriateness, parents might search for the book on

- Scholastic e-Catalog http://src.scholastic.com/ecatalog/ ("Search Books and Quizzes")
- Accelerated Reader Book Finder http://www.arbookfind.com/UserType.aspx
- Barnes & Noble http://www.barnesandnoble.com/

Please see http://meredith.wolfwater.com/wordpress/2011/01/18/ebooks-and-libraries-a-stream-of-concerns/— as an additional resource for eBook considerations.

Web-Based Information Resources

- ~~The 16th edition of~~The Children's, Middle/Junior, and ~~Senior High School Library Catalog~~Senior High Core Collections are~~is a~~ selective lists of fiction and nonfiction books for ~~young adults in grades 9-12~~all ages, review sources for school media specialists, and essential Web-based reference sources ~~(replacing the list of CD-ROMs in the previous edition)~~.
- ~~The School Librarian's Role in the Electronic Age – Discusses Web-based information resources.~~
- School Library Journal (fee-based electronic subscription).
- ~~AASL Standards for the 21st Century Learner~~
- AASL 21st Century Standards
- Copyright Information (district copyright resources available here).
- School Library Month
- Best Web Sites For Teaching and Learning.

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Copyright

School Board Policy 3.52
As the instructional leader of the school, it is the direct responsibility of the school principal to provide copyright direction to all faculty members. Library media specialists have received training and materials regarding district copyright policies through the District Media Supervisor. The principal may use the library media specialist as a resource to provide faculty training in copyright issues. It is the responsibility of the school principal to have all employees sign the Copyright and Educational Media Policy Agreement form. These forms will be maintained at the school site.

The district has adopted Gary Becker's © ***Copyright: A Guide To Information and Resources 3rd Edition*** as the district standard. The complete manual is located on the Professional Development Center's (PDC) Library Media Services web page (A Santa Rosa County username and password are necessary to access this manual). ~~A hard-copy is also available for check-out at the PDC.~~

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Processing Materials

It is recommended that all books and other materials be ordered shelf ready, i.e., preprocessed, unless staffing, time and budgeting allows for in-house processing.

Specifications for Library Cataloging and Processing

Ordering

1. Most school library media center orders are placed between August and April.
2. Shipment should be held until an official Santa Rosa District Schools Purchase Order is received or an online order with an authorized school procurement card has been placed.
3. Unless a specific edition is requested, the vendor should ship the latest edition.
4. If you want a specific binding you must request it (i.e., "library binding"). If not specifically requested the vendor will supply titles according to the following binding priorities: (1) trade, (2) library, (3) paper.
5. Computer generated lists or book order forms should be arranged in order of purchase priority. The vendor will supply titles in priority order until the "do not exceed" total is reached. The "do not exceed" amount must include shipping and handling as well as cataloging and processing.
6. When placing an order with a "do not exceed amount" some vendors may suggest the number of titles submitted exceeds the dollar value of the order by 30%. In the event that some of the requested titles are not available, the additional titles will make it possible to fill the order closer to the "do not exceed" amount. If this is not done the vendor may notify the school having an unexpended balance that additional titles must be submitted to expend the total on the purchase order.
7. A "best practice" in the cataloging and processing of library materials would be for feeder schools to provide as much consistency as possible for their students.

Cataloging Specifications

1. The classification system used by Santa Rosa County District Schools is the Unabridged Dewey Decimal System
2. Descriptive cataloging of print or non-print materials should use the *Sears List of Subject Headings* (current edition). The *Library of Congress Subject Headings* (current edition) may be used as a reference.
3. Follow the *Anglo-American Cataloging Rules* (current edition).
4. The 526 tag, Study Program Information Note, of the MARC record should not be included unless specifically requested by the school site.
5. All books that have been assigned a Lexile rating should have that information included in a 521 tag.
6. For recommended Call Numbers of library materials see the Santa Rosa District Schools Recommended Classifications for Library Materials list.
7. For equipment, see the Santa Rosa County School Library Standardized Call Numbers Recommended for Equipment list.
8. Materials should be prepared for use as soon as possible after they have been received.

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Guidelines for the cataloging of online information resources are being formulated. This includes numeric databases, computer forums, discussion groups, mailing list servers, online public access catalogues, and full text databases.

It is the responsibility of the LMS to provide catalog training for their students and staff annually.

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Processing Specifications

1. For each order, vendors should be requested to submit the MARC records on disc or by email.
2. Disc or email file should contain the following information for each title purchased:
   - Full machine readable cataloging data in MARC 21 format (MICROLIF RECORDS PRIOR TO 1991 SHOULD NOT BE ACCEPTED)
   - Data which will upload to Follett's Destiny automated circulation system
   - Bibliographic information identical to the processed material and the barcode information
3. Barcode information must meet the following requirements:
   - Barcodes must be compatible with Follett's Destiny automated circulation system. They must be formatted as: Follett Proprietary Interleaved 2 of 5 with leading zeroes suppressed (unless school has previously used Follett Classic Code 3 of 9 or standard Code 3 of 9, Mod 10 with check digit, 14-digit symbology).
   - Barcodes must be readable by scanners used in the Santa Rosa County District Schools
4. Accelerated Reader (AR) and Reading Counts (RC) labels should be provided to schools who request them. A primary function of the LMS is to ensure that all students master research skills that will enable them to become effective users of information. Therefore we encourage that libraries not denote reading levels by using color codes.

Receiving Process

1. Unpack boxes and check packing slip against the books/items received and against your order. If any discrepancies are found, call the vendor.
2. If order is complete and correct, authorize payment, make a copy and send the original along with the invoice to bookkeeper or accounts payable.
3. Examine each book for defects such as upside down pages, missing pages, etc. If defective, notify the vendor.
4. Collate (soften) each book by opening the front cover and then the back. Follow through by lightly creasing down the front flyleaf and then the back flyleaf. Work alternately from the front and back toward the center of the book, pressing down a few pages at a time. This should help extend the circulation life of the book.
5. If uncut pages are found, separate them by inserting a card, which has enough weight and a sharp edge capable of splitting the edges neatly apart.
6. As you check-in the books, you may wish to gutter each one. Guttering may include: date received or fiscal year received, funding source, purchase order number, vendor, and price. Guttering is usually written horizontally across from the back of the title page (verso) along the inside margin next to the spine of the book.

Guttering is very important for materials purchased with federal or other special funds. This is optional; Destiny provides a place for this information.

Prepare books, equipment/etc. for shelving according to in-house procedures (Example: barcode, price, purchase date, security strip, stamp, etc.)
Processing New Books Checklist Sample

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Data entry - download MARC records.
To process MARC records manually refer to the "Understanding MARC Bibliographic" manual and Destiny Program catalog section.
You may also go to Library of Congress MARC records for more information on MARC records.

Weeding

An outstanding library media program as measured on the ExC3EL Rubric should provide for a planned, deliberate weeding program, using systematic analysis. Materials should reflect the school's cultural diversity and needs. It is recommended that the age of the collection be maintained at a rate that is newer than the state average.

1. Log into Destiny to get to TitleWave
2. Click then on "Your Account" button
3. Click TitleWise Analyses~~(TitleWave> TitleWise Collection Analysis)~~

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Guidelines to Consider

- Items in poor physical shape (badly worn or excessively dirty).
- Out of date material (any material on computers, science, medicine, technology, geography, travel, transportation, telecommunication, or popular culture should be reviewed annually).
- Where there are duplicate copies and none seem to be circulating, a single copy may be all that is needed. (See Destiny)
- Items considered mediocre or poor in quality.
- Items considered biased or portray stereotypes.
- Items considered inappropriate in reading level.
- Items considered superseded by new or revised information.
- Items considered unattractive in format, design, graphics, and illustrations.
- Items containing information which is inaccessible because they lack a table of contents, adequate indexing, and searching capabilities.
- Items not selected in accordance with general selection criteria.
- Items which do not conform to district guidelines.
- Items which are no longer needed by patrons.

What Not to Weed

- Classics except when more attractive format is available.
- Local and Florida history unless it can be replaced with new copies
- School annuals and other campus publications

- Materials that do not change rapidly, such as fairy tales, fiction, biography, fine arts, sports (except for rule books and statistics), poetry and literature, languages, and religion

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Team Decision Weeds

The final decision to discard materials from the library media collection is one which is made by the library media specialist. Subject area teachers, grade level teachers, and other faculty members may be invited to review the items marked for discard. It is recommended that out dated materials should not be sent to classrooms; the same standard of quality applies to all other instructional materials within the school.

Disposing of Weeded Materials

School Board Policy 7.75
School Board Policy 4.21
Florida Statute 1006.41

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When discarding items:

- Remove or mark through bar code
- Stamp with *Discard* stamp

School Board Policy 4.21 states: "When instructional materials are no longer needed, become surplus, damaged or otherwise unserviceable, any of the following dispositions can be utilized. They can be turned in to the textbook depository or may be given to other public education programs within the district or state, given to the teachers to use in developing supplementary teaching materials, given to students or others, or given to any charitable organization, governmental agency, private school, or state."
When sending discarded materials to the textbook depository, complete a Transfer to Surplus Form and forward to Property Control. Property Control will pick up discarded materials from your school.

Maintaining the Life of Print and Electronic Library Materials

Temperature and Humidity
The ideal temperature is no higher than 70°F with 30-50% relative humidity. Avoid wide temperature fluctuations, as they are damaging to books. The higher the temperature, humidity and ultraviolet light level, the faster the rate of deterioration. (Library of Congress)– Fluctuations in temperature and humidity are as bad as, or worse than, high levels of either.[1]
Alert the administration of this factor, especially when leaving for the summer. If the books are exposed to a high relative humidity (70-%+) and high temperatures, you are almost certain to encounter mold. Mold growth will cause irreparable damage, most commonly tiny brown spots called "foxing." There's no reliable way to remove foxing. Air-conditioning in the library should **NEVER** be turned off over the summer break.

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[1] http://dlis.dos.state.fl.us/archives/preservation/books/index.cfm

If there are concerns about the relative humidity level remaining at 30-50% to maintain the prevent deterioration of the collection by mold and mildew, contact Maintenance Foremen, Charlie Parker or Richard Laing.

UV Rays

~~Also, a~~Avoid placing bookshelves in direct sunlight. Sunlight fades and yellows pages. Make sure that blinds or shades are tilted to screen out harmful rays during times of the day when direct sunlight is present. During the summer break, materials that receive direct sunlight should be covered with protective paper in case the blinds are inadvertently opened.

Water

If you notice a leak anywhere in the library, you should attend to it immediately. If wet or damp library materials are left unattended, destructive mold and mildew will begin to grow. Make sure the library media center is checked over the summer for water leaks.

Food and Drink

Do not allow eating ~~and~~ or drinking in the library. Spilling food and beverages on books and library materials causes irreparable damage. Crumbs, food wrappers, and liquids can attract insects and rodents that eat and destroy paper and the adhesive that secures the book bindings. Moisture from beverages can easily lead to mold that may damage or destroy paper-based materials.

Proper Handling of Materials for Photocopying

- Handle the materials gently. Support the book to prevent folding of the pages, twisting of the binding, and text block hanging from the spine. Do not force the binding open! Never flex a book open over 180 degrees.
- Support the edges. If paper and/or covers extend over the edge of the copier, for instance when copying a foldout map, get assistance in supporting the material and work carefully in unison.
- If possible purchase a photo copier which scans the material face up.

Post-it® Notes

- In the long term, the glue on Post-it® notes has a harmful effect on paper. The adhesive hardens and leaves a film that becomes acidic. This results in eventual discoloration and brittleness of the paper.
- Post-its® left for even a short time on already brittle paper (old books) cause the paper to tear when removing the Post-it®. Educate the students and staff to "please help us preserve library material by NOT using Post-it® notes."

Book Drops

- Limit the use of book drops. Books take a beating when dropped, especially when other books land on top of them.
- Have students and staff return books to the Circulation Desk whenever possible.

Life of Resources
Alliance (a consortium of government, industry, and educational institutions to leverage commercial information technology for government users) has shown that magnetic tapes, disks, and optical CD-ROMs have relatively short lives – and, therefore, questionable value as preservation media. The findings show that, at room temperature, top-quality data VHS tape becomes unreliable after 10 years, and *average-quality CD-ROMs are unreliable after only five years*. Compared to the 100+ years life span of archival-quality microfilm and paper, current digital media are unacceptable for long-term preservation.

Shelving Books
Library media center collections are directly affected by the way staff and users handle them. Damage to books is cumulative. Repeated poor handling can quickly wear a new book and transform a worn book into an unusable book that requires costly repair, or replacement. Training library media staff, students, and volunteers to follow the guidelines presented here will help preserve the school library collection.

Shelving Books of Standard Size:
- Ensure that there is air circulation around the volumes. Don't store books in an enclosed cabinet.
- Shelve volumes a minimum of four inches off the floor to reduce the risk of damage from flooding.
- When possible, use shelves that have a "canopy" on top, as this will deflect water, dust, and some damaging light.
- Stand all volumes upright, resting on their base (or tail).
- Do not shelve too loosely or too tightly packed. Shelves should be about 60% full.
- Gently push volumes on either side back about an inch and grasp the one you need in the middle of its spine. Grasp the volume by the sides, remove it, and then readjust the bookend.
- ***Do not*** pull on the top of the spine, since this will cause tearing and lead to serious damage. Special consideration to not pulling on the top of the spine should be followed when taking the annual inventory.
- Another way is to press your finger down on the textblock a few inches behind the head of the spine and tip the book out, without pulling on the spine itself.
- To replace the volume, loosen the bookend and move the existing volumes aside to create a space. Insert the book, and then readjust the bookend snugly.

Shelving Oversize Volumes:
- Oversize volumes should be shelved on deep shelving and on their tails or flat, never on their fore-edges.
- Avoid shelving short books next to tall books as the latter will not be properly supported.
- Do not allow volumes to protrude into the aisle.
- Support standing volumes with an appropriately sized bookend--one that is tall enough to provide good support and that has a wide profile.
- Remove and replace carefully, using both hands. Remember that many of these volumes are extremely heavy.

For additional information see "Shelving Books and Use of Book Trucks" Diane Lunde, Colorado Preservation Alliance.

Book Mending

Book mending should be kept to a minimum however; some books can be easily repaired by the library media specialist. Library media center staff should know how to do minor emergency repairs. Common repairs which can be easily, quickly, and satisfactorily completed include:

- Taping torn pages
- Reinserting separated pages
- Eliminating minor scribbling
- Taping and labeling spines
- Fastening contents back into binding
- Replacing clear book covers

Basic materials needed for book mending include:

- Clear ½" book tape
- 2" wide clear repair tape for hinges on the inside and 4" wide for spines on the outside
- A quality eraser, white correction fluid, and/or self-stick paper to erase scribbling
- Spine repair tape in light colors so titles and Dewey numbers may be written on with a fine line permanent marker
- Quality white glue which is flexible when dry for loose pages and hinges
- Clear book covers in a variety of sizes
- Filament tape to secure clear book covers
- Clear tape

Most of the items listed above are available from library supply companies. Also available from these companies are inexpensive booklets and kits that provide instructions and materials for book repair. Supply catalogs may be obtained by calling the companies directly.

Brodart~~–~~ 1-800-233-8959
Demco~~–~~ 1-800-356-1200
Kapco~~–~~ 1-800-843-5368
Gaylord Brothers~~–~~ 1-800-448-6160
The Library Store 1-800-548-7204~~**Highsmith, Inc**. 1-800-558-2110~~
~~**The Library Store** 1-800-548-7204~~

Guest Speaker/Contracted Vendor Guidelines and Procedures

Guest Speakers will fall into two different categories, contracted vendor or non-contracted vendor.

All **non-contracted vendors** are to complete an **"Agreement and Guidelines for Guest Speakers"** form prior to the engagement. The form is located on the document and forms page on the PDC web site.

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All **contracted vendors** (paid guests) fall under the Jessica Lunsford Act guidelines and must receive district level 2 screening. Specific information relating to contracted vendors is located on the web at:
~~http://www.santarosa.k12.fl.us/~~https://www.santarosa.k12.fl.ushumanresources/Fingerprinting.htm

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Hurricane Preparedness

Santa Rosa County School Libraries
Your school's library media center contains the highest concentration of valuable materials in the entire school. Even small library media centers have hundreds of thousands of ~~dollars worth~~dollars' worth of books, audiovisual materials and equipment within its walls. These expensive materials are very fragile in that water may ruin electronics and will cause mold in books, which will destroy them. For these reasons it is important to make your library media center a priority when preparing for possible hurricane damage. Listed below are suggestions for protecting your school's most valuable assets.

Steps to take before the hurricane comes

- Ask school custodians to trim all trees near the library media center to prevent falling branches and limbs from damaging the library media center and allowing wind and water to enter.
- Locate sensitive electronic equipment and irreplaceable items away from windows or known roof leaks if possible.
- Make sure everyone knows that the library media center is a priority and **must be dried out within 48 hours** if flooding occurs. Mold will destroy your school's book collection, which is worth hundreds of thousands of dollars.
- Notify your site administrator immediately to report any known roof leaks in the library media center as soon as you notice them. Make sure this is handled as a priority case since the potential for expensive damage is very great in the library media center.
- Purchase and store large garbage bags, waterproof sheeting and masking tape.
- Identify the location of fans at your school, or elsewhere, that could be used to assist in drying carpets. The districts custodial services will be able to assist with water removal and fans.

A person should be designated to inspect your library media center as soon as the storm is over. Person should report all damage to the site administrator.

When a hurricane is approaching

When a major hurricane is expected, the following measures should be taken in every school library media center, if possible.

- It is recommended that you take photos of your entire library and all the rooms for insurance purposes and take them home.
- If possible, move critical computer systems and irreplaceable materials away from windows. The safest places are in interior rooms with no windows.
- Unplug all computers and other electronic equipment (except uninterruptible power sources. They will beep if you unplug them).
- ***After unplugging**, cover all electronic equipment (computers, etc.) with plastic and tape it down. (Large garbage bags and **masking tape** will work.) Do the same with irreplaceable materials such as local histories, tapes of important local events, historic photographs, valuable artwork, etc. (If in doubt, cover and tape it.) The school tech person should also **unplug** and cover electronic equipment and servers outside the library media center. ***Items which are covered and not turned off and unplugged will overheat and the equipment will most likely be destroyed.**
- Computer hard drives should also be at least **2" off the floor**, in case of flooding, particularly if your school is in a low area.
- Put all loose papers and small electronic items like digital cameras in covered drawers, file cabinets, closets, etc.
- Because of the extremely high value of the library media center contents, it is recommended that windows and large exterior glass doors be boarded up before any "major" hurricane passes over the area.
- Video head-end and editing equipment should be **unplugged** and covered in plastic. Specific directions will be issued by Data Processing.
- Outside book drops should be brought inside.
- Windows should be closed and locked, and blinds should be lowered.
- In a major hurricane consider removing external antennas and weather satellite dishes from rooftops since they will likely be damaged or destroyed if left in place.
- Use waterproof sheeting to protect unusually valuable shelf areas, (like reference), or those books in particular danger of getting wet. Cover and tape down sheeting.

The preceding information may be superseded by newer information sent by Chuck Welch. Please refer to the latest hurricane-related email from Mr. Welch.

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After the storm

- To prevent the formation of mold on books, water must be removed **within 48 hours**. Use several fans, (if there is electricity), to aid the drying process.
- Remove all plastic sheeting, garbage bags and/or masking tape from books, equipment and external glass. Plastic sheeting may be folded and stored for re-use next year.
- Do not plug in or try to turn on wet equipment. Always ask the building administrator in charge of maintenance before proceeding.
- A library media specialist should evaluate damage to books. Remove water damaged books from the shelves and discard. Record barcode numbers so that you can remove them from Destiny.

- A library media specialist should also record statistics on damaged books, equipment, furniture, etc. along with costs and items that had to be discarded. A copy of this report should be turned in to the school administrator and to the Media Supervisor.
- If equipment is dry and electricity is restored, undamaged equipment can be uncovered and plugged in again for use.
- If the media center is undamaged, but the air conditioning unit no longer works, repair of the media center's air conditioners must also be a priority. Going without air conditioning in the summer will allow moisture to build up in books and will cause mold to begin to grow.

Our policies were adapted from the Alachua County School Library Media guidelines on preparing for hurricanes
http://www.sbac.edu/pages/ACPS/Departments_Programs/Departments__M-R_/Media_Services/Media_Specialists_Info_/Media_Specialist_s_Handbook/Hurricane_Preparedness_Plan ~~*http://www.sbac.edu/~media/hurricane_preparedness.htm*~~

An adapted version of a previous SunLink disaster preparedness resource is available here in PDF:
~~http://www.santarosa.k12.fl.us/~~https://www.santarosa.k12.fl.uspdc/lms/disasterprep.pdf

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Collection Services

General Circulation Guidelines

Circulation policies in the library media center should provide maximum access with minimum restrictions to materials. Check with school administration for your school's guidelines. The following circulation guidelines are **recommendations** for all library media centers:

- Circulation privileges should exist for all students enrolled in the Santa Rosa County School District regardless of age, economic level, learning exceptionalities, reading level, or other factors.
- Parents, volunteers, and siblings may borrow materials from the library media center.
- Books are generally loaned for two weeks in elementary schools and two to four weeks in secondary schools.
- At the elementary level, primary students, including pre-kindergarten and kindergarten, should be permitted to check out and take home at least one book at a time. Intermediate students should be permitted to check out at least two books at a time plus overnight circulation of reference materials and magazines. At the middle school level, students should be permitted to check out—two to three books at a time plus overnight circulation of reference materials and magazines. At the senior high school level, students should be permitted to check out—two to five books at a time, plus overnight circulation of reference materials and magazines. Schools may have site-based guidelines on minimum/maximum number of checkouts.
- Students and teachers may reserve and renew materials to use during vacation periods.
- Teachers may select classroom collections for recreational reading and student projects. Elementary school classrooms may have a collection of library books that are exchanged throughout the school year.
- Circulation of non-print materials may be allowed for a minimum overnight loan period.
- All non-print and computer equipment should be inventoried, circulated, and maintained by the library media center staff. Equipment should be available to teachers

at all times during the school day. Some equipment may be circulated on long-term loan to departments, grade levels, individual classrooms, or individual teachers. Equipment may remain in the classrooms over vacations and the summer if the building is secure.

- Selected equipment may be available to students who need to create or complete projects.
- Teachers may keep necessary materials for instructional use until the last day of the school term.
- The library media center should be open for materials circulation at all times that students and teachers are in attendance, including before and after school, if possible. However, circulation of materials to students may be restricted or stopped up to three weeks before the end of the school term to allow for the return and inventory of all materials.
- The circulation desk should be staffed by library media clerical personnel, student assistants, or school volunteers. In elementary schools without library media clerical personnel the circulation system may enable students and teachers to check out and return materials independently. In middle and senior high schools, the circulation desk may be staffed by student assistants supervised by clerical personnel.
- Circulation statistics should be generated from Destiny circulation statistics and may be submitted as part of a monthly report for administrators.
- Circulation policies should be written and included in student, parent, and teacher handbooks. Circulation policies should be reviewed with students during orientation classes and posted in the library media center. Circulation policies should be reviewed with the **~~School Library Media Committee~~School Library Media Committee** and faculty and staff members at the beginning of each school year.
- While there is no requirement for schools to provide books and materials for home school students, school board policy 4.21~~00~~ ~~(11)~~ states: "The principal, when requested by the parent of a pupil in the school, shall sell to the parent any instructional materials used in the school. The costs of the materials to the parents would be prorated based on the original purchase price, number of years of adoption, and number of years used.~~The principal, when requested by the parent of a pupil in the school, shall sell to the parent any instructional materials used in the school. The costs of the materials to the parents would be prorated based on the original purchase price, number of years of adoption, and number of years used.~~"

In addition, m~~M~~aterials to help parents implement a home education program are available from many sources. Parents may, at their own expense, order state adopted instructional materials from the Florida State Book Depository (regional contact information is available from each school district). Many curriculum vendors provide online catalogs, and their websites often can be accessed through an Internet search. Local and statewide home education support groups may also offer assistance to families in selecting instructional materials."

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Destiny Circulation System
District library media services has provided all school library media centers with Destiny automated circulation system as well as library media staff development workshops on Destiny. Data Processing provides technical support for Destiny.
Destiny will monitor circulation of all types of print and non-print materials and equipment. System upgrades, normally twice a year, will be deployed as soon as possible.

The following guidelines are **recommendations** for all library media centers:

- Machine readable barcodes should be placed on all items that are circulated or inventoried. When an item is circulated or checked in, the computer will "read" the barcode with an attached reader or scanner and enter the information into the computer.
- If magazines are circulated, they should be circulated electronically as a temporary item. Please see the Destiny manual for instructions.
- Materials may be circulated on an overnight or regular basis.
- Equipment can be circulated on a long-term or daily basis. Barcodes should be attached directly to the equipment.
- The use of Destiny assists in the process of collecting statistics, compiling bibliographies, providing accountability, and inventorying library media center materials and equipment.
- The Panther, Falcon or Dolphin scanner used together with any Internet-connected computer allows for the remote circulation of materials and the development of categories and bibliographies, as well as aiding in weeding, inventory, and many other library media applications. Refer to the Panther, Falcon or Dolphin manual or Follett newsletters for further instructions on the various ways of using this device.

Destiny System Failure
Destiny is a web-based system, accessible from any computer connected to the Internet. In the event that the Destiny system or the Internet is not operational, the following alternative circulation procedures may be followed:

- Remote circulation may be done using the Panther, Falcon or Dolphin scanner and uploading data when the system is restored.
- Circulation may continue at any computer that has a circulation barcode scanner by scanning data into a Notepad file installed and created by Follett for this purpose. Follett recommends scanning from one computer only. Upload the data immediately when the system is restored.
- Manual circulation procedures should be developed at each school site to ensure that important data is recorded for each transaction. Enter data into Destiny upon restoration of the system. Be sure to keep accurate statistics for the end-of-year inventory report.
- Technology failure should never stop circulation of library materials.

Fines – Overdue Materials

Overdue Materials

It is recommended that all schools follow the School Board Policy listed below when dealing with lost or damaged materials. School Board Policy 4.00 states:
"The principal is to collect from each pupil or the pupil's parent the purchase price of any instructional material the pupil has lost, destroyed, or unnecessarily damaged and to report and transmit such amounts collected to the Assistant Superintendent of Finance. If the material is lost or destroyed during the first year of use, the purchase price of the material shall be collected. If the material has been in use for more than one year and is in the current adoption period, a sum ranging between 50 and 75 percent of the purchase price shall be collected. If the material is damaged, the sum shall be determined by the physical condition of the book. Upon reasonable effort by the principal to collect the sum, failure to satisfy the debt may result in the suspension of the pupil from participation in extracurricular activities or satisfaction of the debt by the pupil through community service activities at the school site as determined by the principal. The principal may not delay the transfer of a pupil's permanent record or delay the awarding of grades due to failure of payment of assessment on lost, destroyed, or damaged materials."

Library media specialists can expect to have overdue material when items circulate freely. Library media specialists should develop a system of retrieving overdue items. Overdue lists according to homeroom or other designated class period may be generated using Destiny. Overdue notices should be provided to students in a timely fashion, and return of overdue items is expected upon receipt of notice. Parent letters can also be printed to send home. Amnesty days may be held periodically. At the discretion of the LMS, overdue records may be removed and indicated as lost in Destiny if a student transfers to another school.

Fines/Fees

The library media specialist should consult with the school administration to define library policies for overdue fines, photocopying, and printing. Collection of fines/fees is optional.

The library media specialist must turn in the forms and any monies collected to the school bookkeeper. It is recommended that a photocopy be retained in the library media center should there be a question about payment in the future. The library media specialist is responsible for safeguarding all collections until submitted to the school bookkeeper.

Florida Statute 1006.28 3(b) F.S. Ch. 1006.28 ~~1(d)~~

~~(b)~~ *Money collected for lost or damaged books; enforcement.*--The school principal shall collect from each student or the student's parent the purchase price of any instructional material the student has lost, destroyed, or unnecessarily damaged and to report and transmit the money collected to the district school superintendent. If instructional materials lost, destroyed, or damaged have been in school use for more than 1 year, a sum ranging between 50 and 75 percent of the purchase price of the book shall be collected, determined by the physical condition of the book. The failure to collect such sum upon reasonable effort by the school principal may result in the suspension of the student from participation in extracurricular activities or satisfaction of the debt by the student

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through community service activities at the school site as determined by the school principal, pursuant to policies adopted by district school board rule.

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Lost and Damaged Material

Destiny makes it possible to track lost books and damage fines owed by students from a previous school year and/or a previously attended school in our district.
Materials collected by the current school and belonging to a previous school are to be returned to the original school. The school in which the student is currently enrolled will keep any monies collected from lost/damaged materials. Schools are encouraged to collect all overdue materials and any fines levied for lost/damaged books before the school year ends and/or students move to another school.

The library media specialist should consult with the school's administration to develop a policy for collecting payment for lost/damaged materials. When developing a policy for these items, the following guidelines are recommended:

1. Students' circulation privileges are not to be restricted because they have overdue materials and/or fines from a previous school. Attempts should be made by the library media specialist at the receiving school to recover overdue materials and forward them to the originating school. The item(s) may be returned via school courier. No fine should be charged.
2. Payment for lost or damaged materials should be collected and forwarded to the Library Media Specialist at the originating school. It will be necessary to establish communication between the two library media specialists regarding items that the student has not returned to the original school. The originating school should mark the item LOST and update the student's record.
3. To determine the replacement cost for lost or damaged materials, use the price available in Destiny or refer to the Average Book Price Chart. Non-print replacement costs will be determined by the price indicated in Destiny or individual vendor catalogs. Use discretion when setting the value of a non-print item that is part of a set. "Replacement cost" should include the cost of cataloging and processing the replaced item.
4. Overdue notices will be provided to students in a timely fashion. Payment for lost/damaged materials is expected upon receipt of notice. Cases of financial hardship should be dealt with individually.
5. Students are required to pay any outstanding financial obligations as supported by School Board Policy 4.21 and Florida Statute 1006.28 Subsection 3b.
6. School policy will determine whether the library media specialist, secretary, or other designee will collect the monies for lost/damaged materials. Follow District procedures when handling any money between the library media center and the student. Contact your school bookkeeper for assistance with this procedure:
   - Payment should be in the exact amount in cash, check, and/or money order payable to the school, as determined by the principal.
   - An individual receipt must be issued to the student and retained by the student. It is recommended that the student name, ID number, title of material, call number, and barcode number be included on the receipt in case the item is later returned. The receipt is necessary for reimbursement. This lost book receipt record may be generated and printed in Destiny. Refer to the Destiny manual for instructions.
7. Keep accurate statistics of lost and damaged items for the district library media annual statistics report.

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8. Monies collected from lost/damaged materials are placed in the library media center's internal funds account. New or replacement materials and supplies for the library media center may be purchased from this fund.
9. Check with School Administration for policy concerning lost/damaged materials checked out by teachers or staff.

Returned Materials
A convenient location should exist for the return of materials to the library media center. This may be a return unit in the circulation desk, a special box designed for returns, or any area designated by the library media specialist. Before returned items are checked in they should be checked for damage. Non-print resources should also be checked to ensure that no accompanying materials are missing. Returned materials should be shelved as soon as possible.

Reserved Materials
Destiny allows for patrons to place holds on materials directly from the online catalog. If this feature is enabled, the library media specialist will be notified through Destiny when items are placed on hold. The library media specialist will be notified through Destiny when the requested materials become available for check-out.

Reserved Collections
Materials may be put on reserve at a teacher's request or to meet the needs of a particular group of students. The library media specialist may place items on a reserve cart or in an activity area in the library media center and may limit the items to overnight circulation.

Bibliographies
Bibliographies are current lists of library media resources which include call number, author, and title. They may also contain a short annotation. Bibliographies may be requested by teachers or initiated by the library media specialist. Refer to the Destiny manual on how to assign category numbers to an item, which makes the printing of a bibliography or the collecting of materials on a specific topic easier.

Interlibrary Loans (ILL)

Interlibrary Loans (ILL) is a vital component of our school library media centers, expanding the collection of materials available to our users. Santa Rosa County (SRC) school library media specialists share resources via Destiny Library Manager (right sidebar). Although lending between school library media centers is encouraged to help fill gaps in our collections, the use of interlibrary loans should not be a replacement for collection development.

Field Code Changed

All SRC School District library media centers using ILL must comply with U.S. Copyright Law and its accompanying guidelines. The American Library Association RUSA (Reference and User Services Association) Interlibrary Loan Code for the United States outlines the definition, purpose, scope, and responsibilities related to the ILL process. SRC District School Library Media interlibrary loan policies and procedures were adapted from ALA and the review of Florida School Districts who have adopted Follett Destiny Library Manager.

Holds Requests should be checked at least once a day, so that requests are handled in a timely manner.

It is imperative that the ILL icon, the red flag that signals holds, be visible on as many staff stations as possible to insure that the staff will be alerted to any ILL request. The ILL flag may be set on any workstation by assigning the Access Level of the user in the Back Office under Hold Management to "View any patron's holds". This will give viewing privileges only.

ILL Procedures

- The decision to loan materials is at the discretion of the lending school library media center.
- The borrowing school library media center and its ILL user must comply with the loan policies created by the lending school library media center.
- Interlibrary loan requests must be made via the Destiny Holds/ILL Request Procedure. (See ILL Requests under Holds on the left side of the Index tab in the Destiny online help and support).
- All Destiny ILL requests should be filled within 24 hours.
- An e-mail response to all Destiny ILL requests should be made within 24 hours regardless of whether the item is or is not available for loan. It is very important to let the requesting school library media center know within one working day if you can send the item or if she/he needs to request it from another source.
- Remember, in order for a patron-requested ILL to go to the loaning library, the home library media specialist must first approve the request to the loaning library media specialist. (see procedures for ILL approval below)
- No library media center will ILL to a patron individually.
- Return of ILL materials should be monitored for a timely return by all parties.
- Call the school library media specialist if you do not get a prompt response to your request or if the loaned item is overdue.

- The district courier system should be used to send Interlibrary Loans

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Delivery/Return of Materials

Any school that is part of the Santa Rosa County School District can receive and return materials through the courier system. When sending quantities of materials, ensure that they are packaged (even single books should be packaged). The package should be addressed to the school library media specialist. Be sure the school name is clearly noted on the package. Cross out any other addresses that may still be displayed on the package, if the package has been used before.

When sending your own materials, ensure that they are marked or stamped with your library media center name. Allow two days for receipt/return of materials through the courier system. If you think materials that were requested/sent have not arrived as anticipated, please contact the lending library media specialist.

- IMPORTANT: ILLs must be checked out by the loaning library media specialist before the item is sent via courier, and must be labeled so that the borrowing library media specialist knows the requesting Patron's name and item's due date.
- When the ILL arrives, the borrowing library media specialist should verify the checkout and deliver it to the requesting patron or notify them that the item is available for pick up. The patron should be informed that the book needs to be returned before the due date. All ILL returns must be given to a library media staff member.
- ILLs will be returned to borrowing library media specialist and then sent to the loaning library media center via courier. Patrons will not return items directly to the loaning library.

ILL Expenses

- The safety of borrowed materials is the responsibility of the borrowing school library media center from the time the material leaves the lending school until it is received back by the lending library media center.
- The borrowing school library media center is responsible for packaging the materials so as to ensure its return in good condition.
- If damage or loss occurs, the borrowing school library media center should repair or replace the materials. To encourage resource sharing, the District Library Media Supervisor has agreed to help provide funding for materials not covered by the borrowing school.

Statistics and Reports

- Both lending and borrowing school library media centers are responsible for supplying ILL statistics showing yearly requests initiated and yearly requests filled.
- Destiny Library Manager provides a Holds Statistics Report for you school library media center. The Holds Statistics Report can be found under the Back Office tab; Reports; Holds. The Holds Statistics Report examines how often your patrons are placing holds and reserves on select titles. This report should be printed and attached to your Library Media Inventory Survey at the end of the school year.

Destiny

Permission was granted by Follett/Destiny to provide the following information from their web page:
http://www.follettsoftware.com/

Client Support
Log on to~~At~~ Follett Software~~, our goal is to guarantee your success with our solutions. We've built our reputation on meeting the unique needs of education. Our levels of service and support have set the standard for the entire industry, consistently rated high in technical support, ease of maintenance and vendor trustworthiness.~~ to access the following:

~~*Software Updates,*~~ *Searchable Support and Other Support Services*
Link to ~~the most current software updates and enhancements,~~ user's guides, searchable support and other downloadable files.

Training
To help you make the most of your software investment, Follett offers a range of flexible training options to meet your needs.

Destiny Remote
Enables Destiny users to collect scans and circulate when their school or district network is down.

~~*Implementation Services*~~
~~Our expert implementation services are available to help you get your Follett Software solutions up and running quickly.~~

To take advantage of some of our support services you must have a current Technical Support Agreement. Call 800-323-3397 or (815) 344-8700 to purchase an agreement.

Updates and Support
~~Our goal is to ensure that you get the most out of your Follett system. So we've built a solution that's top-rated in:~~
~~Technical Support~~
~~Ease of Maintenance~~
~~Vendor trustworthiness~~

= Support Agreement Required

~~Destiny Remote~~
~~Enables Destiny users to collect scans and circulate when their school or district network is down~~

~~Software Updates~~Software Updates
Destiny updates approximately every six months. The district (Karen Harris) will notify Library Media Specialists prior to upgrading. System upgrades, normally twice a year, will be deployed as soon as possible.

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~~Product Key Numbers & Expiration Dates~~Product Key Numbers & Expiration Dates
View your site-specific product key numbers & expiration dates (Note: This is a single site look-up only. To receive multiple site product key numbers, contact Customer Service.)

~~Searchable Support~~
~~Search our database of technical support documents~~

~~Patron Conversion Utility~~
~~Convert data from a variety of Student Information Systems~~

~~System Requirements~~
~~Find the system requirements and hardware specifications for all Follett Software products.~~

~~Downloadable Files~~
~~Downloadable files to support Follett Software hardware and software.~~

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Patron Maintenance

Adding Patrons to Destiny

Students
Student names, id numbers, and other related information are downloaded into Destiny every night. Typically, a new student's information is available the day after his/her first day of school. The data entry clerk processes all new students. Therefore, this may vary from school to school. The names of new students should not be added manually if they are not in the system. If a new patron needs to check-out an item before his/her information is in Destiny, write down the student's name, item barcode, and other pertinent information. This transaction can be added to your system once the patron's information is available.

- Students' barcode numbers, usernames, and passwords will be their student identification number.

Administrators, Faculty, and Educational Support
Administrators, faculty, and educational supports' names, id numbers, and other related information are downloaded into Destiny at the beginning of the school year. As new employees are added to your faculty and staff, you may need to add them to Destiny using their employee identification number.

- Administrators, faculty, and educational supports' barcode numbers and usernames will be their employee identification number.
- The employee identification number consists of the following: last 4 digits of the social security number + 2 digits of birth month + 2 digits of birthday + 0.
- At the beginning of each school year until the master schedule is finalized, uncheck the box that says "Only My Patrons."

- Notify the Destiny administrator (Karen Harris) of teacher transfers, so updates can be made.

Parents, Volunteers, and Others
Because these Destiny users do not have a unique number like the student or employee identification number, they must be manually added to the system. It is recommended that you create a number with the 4 digit school number given first plus a 2 digit number beginning with 01 and continuing in ascending order to avoid duplication.

- Sample Number: 4 digit school number + 2 digit number = XXXX01

Viewing and Updating Patron Information
To view or update patron information at the individual level, click the **Back Office** tab and then select **Find Patron**. Enter the patron's name, and then click **Search**. When the name appears, click the icon to view the patron's status or the icon to update the record. It is important to note that patron information is updated nightly, so most changes made will be overwritten. Only the nickname field can be updated at the site level and not be overwritten.

Global Patron Updates
Some schools have different circulation policies for different types of students. For example, kindergarteners and first graders may be allowed to check out 1 book at a time, while second graders can check out 2 books at time. Kindergarteners and first graders are classified as patron type "Student" and second graders are classified as patron type "Student-2nd". All students are downloaded from the county as patron type "Student." In this example, second grade students would need to be globally updated from patron type "Student" to "Student-2nd" each morning. Follow the following path to complete a global update of patron information: **Back Office**>**Update Patron**>**Global Update**.

Cataloging

Adding an Individual Title

- Under the **Catalog** tab, go to **Add Title.**
- Search for the item by title, author, and/or standard number (ISBN, ICCN). It is recommended to start the search with a standard number query. If no match is found, then proceed to a title and/or author search.
- Search Result Icons:

	The title already exists in the district catalog. Click **Add a Copy**.
	The title was located in the Alliance Plus Online database. Click **Save**, and edit the title if necessary.
	The record was located in a Z-Server database, such as the Library of Congress. Click **Save**, and edit the title if necessary. **Note: Currently, the Library of Congress is the only Z-Source database in the system. Additional Z-Sources can be added at the site level. Refer to Destiny's Online Help for more information about updating Z-Sources.**

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- If matching records do not appear, then original cataloging may be required. Click **Add Title** to create a new record.
  - Be sure to use proper cataloging conventions by including standardized numbers, complete title/author information, and subjects.
  - This record will be shared by the district. Adherence to cataloging norms and attention to detail can help to prevent record duplication.
  - Do not include site specific information at the title level (in the title, subjects, summary, etc). Instead, enter school specific information at the copy level.
  - Site specific information can also be attached to the title by using site-specific subjects. Local subjects are viewable by the entire district, while site-specific are viewable at the school level. You can add a site-specific subject by clicking the Site Subjects icon on the **Title Details** page. (See example).

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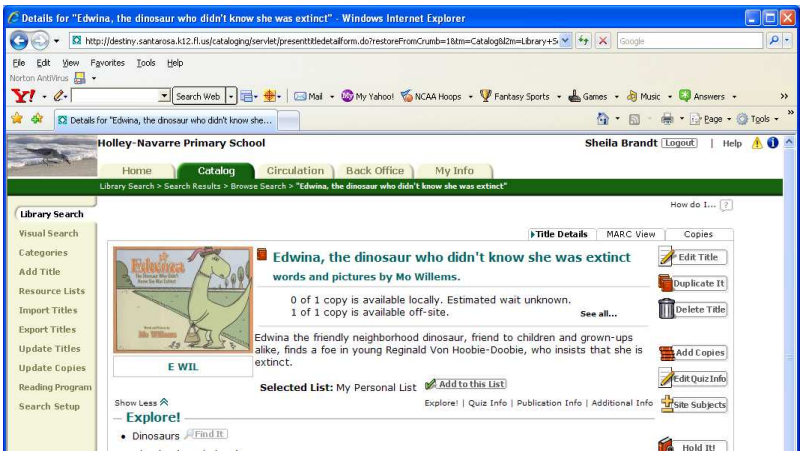

Importing Individual MARC Records

- Under the **Catalog** tab, go to **Import Titles**.
- Select the appropriate specifications for the import. Next, by the **Import File** field, click **Browse** to locate the Microlif file needed for the import.
- To screen the import for possible errors, click **Preview**. To bypass the Preview option, click **Import**. The status of the import can be viewed in the **Job Manager**.

Collection Statistics

To access Destiny Collection Statistics go to:

- Back Office
- Library Materials tab (top of page)
- Collection Statistics
- Collection Statistics Summary

This summary provides you with the circulation statistics, average age, and value of all the materials in your collection organized by call number. **Collection Statistics Summary ~~cannot~~ must not be generated between 8:00am and 3:00pm (M-F) as doing so will negatively impact the entire system.** The collection of the data will begin 32 weeks prior to the first day of post-planning. End-of-year circulation statistical reports should be run the first day of post-planning each school year. This data, along with other state and district data, is used by the district to determine needs and goals for the district media program and is required by the Florida Department of Education. The data will also be used to build the Making the Grade: State-of-the-School Libraries brochure to identify the importance of school libraries and their impact on student achievement.

Inventory

- Library collections should be inventoried each year.
- Circulation and cataloging can continue during the inventory process.
- The Professional Development Center has Dolphin and Panther Scanners available for check-out.
- Charge your PHD batteries for about 8 hours prior to using. If your PHD beeps and displays the message "low battery"; it's time to recharge.
-
- Inventory Problem Forms - Download this form from the Appendix section of this handbook or make your own.
-

~~Download "Inventory Problems Form" found in the forms section of the handbook or make your own "Inventory Problems Form" using MSWord.~~

Before Beginning Inventory

Before inventory begins, the status of all items is one of the following:

- *Accounted for* (Items that are checked out; items that are lost and paid for)
- *Unaccounted for**(items that are lost/missing/stolen; former Circulation Plus migration issues; never scanned)

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*Items with a copy status of "available" will be considered *Unaccounted for* until they are entered into the inventory.

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Inventory Screen

- To start a new inventory or to view completed inventories, go to **Back Office — Inventory**
- To conduct an inventory in your library, go to "How do I…? " for complete directions.

Conducting Your Inventory

- When you select "Start Full", the *Accounted for* and *Unaccounted for* numbers will change
- You **cannot cancel** the Begin Inventory process. You may exit and resume at a later time.

Entering Items/Data into Inventory (**3 ways**)

1. Manually entering items one-at-a-time.
   - Items may be entered in the inventory by keying directly into the Destiny Inventory Screen.
   - Not recommended, slow and prone to errors

2. Use the scanner (*Image Team 3800*) from the circulation desk with another computer or laptop on a cart.
   - Scan into a text file or scan into Inventory Module of the Destiny Remote Utility
   - Cumbersome

3. Use the Dolphin, Panther or Falcon Scanner
   - Batch scanning to be uploaded into Destiny
   - Fast
   - Ultra Portable
   - Recommended

Before Finalizing Inventory

- Check Inventory Reports – **Job Manager**
- Print out a list of *Unaccounted for* items
- Verify that those items cannot be located (Were they skipped on a shelf somewhere?)
- Scan and upload located items

Finalizing Inventory

- Mark all *Unaccounted for* items "Lost"
- This "Finalizes the Inventory"
- Print out a "Lost Items" report
- Complete the annual "Library Media Program ~~Inventory~~ Survey" found in the ~~forms section~~Appendix of this ~~e~~ handbook if required.

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5

Curriculum Support

Information Literacy

~~The International Society for Technology in Education (ISTE) is the trusted source for professional development, knowledge generation, advocacy, and leadership for innovation. A nonprofit membership organization, ISTE provides leadership and service to improve teaching, learning, and school leadership by advancing the effective use of technology in PK–12 and teacher education.~~

~~ISTE® is the registered trademark of International Society for Technology in Education.~~

- ~~**National Curriculum and Content Standards** Mathematics, science, language arts, foreign language, information literacy, social studies~~
- ~~**National Educational Technology Standards for Teachers** What teachers need to know and do with technology in schools~~
- ~~**National Educational Technology Standards for Students** What students need to know and do with technology~~

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~~National Educational Technology Standards~~

AASL "Standards for the 21st-Century Learner" offer vision for teaching and learning to both guide and beckon our profession as education leaders. They will both shape the library program and serve as a tool for library media specialists to use to shape the learning of students in the school.

Integrating Literacy and Technology in the Curriculum

The Internet and other forms of information and communication technology (ICT) are redefining the nature of literacy. To become fully literate in today's world, students must become proficient in the new literacies of ICT. Therefore, literacy educators have a responsibility to integrate these technologies into their literacy curricula.

International Reading Association

International Society for Technology in Education (ISTE)
ISTE is the trusted source for professional development, knowledge generation, advocacy, and leadership for innovation. A nonprofit membership organization, ISTE provides leadership and service to improve teaching, learning, and school leadership by advancing the effective use of technology in PK–12 and teacher education.
ISTE® is the registered trademark of International Society for Technology in Education.

- **National Curriculum and Content Standards** Mathematics, science, language arts, foreign language, information literacy, social studies
- **National Educational Technology Standards for Teachers** What teachers need to know and do with technology in schools
- **National Educational Technology Standards for Students** What students need to know and do with technology (If link does not work, please go to http://www.iste.org/standards and click on NETS For Students in the left sidebar.)

~~Next Generation Sunshine~~ State Standards **(Common Core)**
~~http://www.fldoe.org/bii/curriculum/sss/~~
~~Language Arts~~You can use CPALMS to search for standards. CPALMS Standards Search

~~International Reading Association~~

~~Integrating Literacy and Technology in the Curriculum~~
~~The Internet and other forms of information and communication technology (ICT) are redefining the nature of literacy. To become fully literate in today's world, students must become proficient in the new literacies of ICT. Therefore, literacy educators have a responsibility to integrate these technologies into their literacy curricula.~~

ExC^{3}EL:

Expectations for Collaboration, Collections, and Connections to Enhance Learning

ExC^{3}EL is a program evaluation rubric that is being recommended by the Department of Education (DOE) as a "library program evaluation." This tool will be the basis for the Power Library Program that will be introduced in the fall of 08 at FAME. Schools may apply for state recognition as a Power Library by submitting an application. Completion of the ExC^{3}EL rubric will be a requirement to apply. ExC^{3}EL allows schools to step back and take a look at their media program to determine long and short range goals and to see progress made in each of the areas from year to year. Each library media specialist is encouraged to incorporate the ExC^{3}EL as a part of their annual PDP Goal even if they do not intend to apply to be a Power Library School.
~~http://www.fldoe.org/bii/library%5Fmedia/~~http://www.fldoe.org/bii/library_media/exc3el.asp

~~A Program Evaluation Rubric~~

~~ExC^{3}EL Evaluation Rubric Summary Worksheet~~

~~Program Improvement Plan~~

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- ExC3EL - Evaluation Rubric (PDF, 84KB)
- ExC3EL - Evaluation Rubric Scoring Sheet (PDF, 47KB)
- ExC3EL - Improvement Plan (PDF, 46KB)

Florida Information Literacy Standards

The Florida Department of Education (FDOE), Office of Instructional Materials and Library Media Services has developed are in round two for revisions: Information Literacy:– Florida's Library Media/Curriculum Connections. The FDOE has endorsed the Information Literacy Standards set forth in Information Power: Building Partnerships for Learning by the American Association of School Librarians and the Association for Educational Communications and Technology in 1998.

Information Literacy Standards for Student Learning

~~These nine~~Nine national standards and twenty-nine indicators provide the framework for the ~~Florida Student Information Literacy Descriptors K-12~~Florida Student Information Literacy Descriptors K-12.

~~INFORMATION LITERACY:~~
~~1. Accesses information efficiently and effectively~~
- ~~Recognizes the need for information~~
- ~~Recognizes that accurate and comprehensive information is the basis for intelligent decision making~~
- ~~Formulates questions based on information needs~~
- ~~Identifies a variety of potential sources of information~~
- ~~Develops and uses successful strategies for locating information~~

~~2. Evaluates information critically and competently~~
- ~~Determines accuracy, relevance, and comprehensiveness~~
- ~~Distinguishes among facts, point of view, and opinion~~
- ~~Identifies inaccurate and misleading information~~
- ~~Selects information appropriate to the problem or question at hand~~

~~3. Uses information effectively and creatively~~
- ~~Organizes information for practical application~~
- ~~Integrates new information into one's own knowledge~~
- ~~Applies information in critical thinking and problem solving~~
- ~~Produces and communicates information and ideas in appropriate formats~~

~~INDEPENDENT LEARNING:~~
~~The student who is an independent learner is information literate and:~~

~~4. Pursues information related to personal interests~~
- ~~Seeks information related to various dimensions of personal well-being, such as career interests, community involvement, health matters, and recreational pursuits~~

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- ~~Designs, develops, and evaluates information products and solutions related to personal interests~~

~~5. Appreciates and enjoys literature and other creative expressions of information~~

- ~~Is a competent and self-motivated reader~~
- ~~Derives meaning from information presented creatively in a variety of formats~~
- ~~Develops creative products in a variety of formats~~

~~6. Strives for excellence in information seeking and knowledge generation~~

- ~~Assesses the quality of the process and products of one's own information seeking~~
- ~~Devises strategies for revising, improving, and updating self-generated knowledge~~

~~SOCIAL RESPONSIBILITY:~~

~~The student who contributes positively to the learning community and to society is information literate and:~~

~~7. Recognizes the importance of information to a democratic society~~

- ~~Seeks information from diverse sources, contexts, disciplines, and cultures~~
- ~~Respects the principle of equitable access to information~~

~~8. Practices ethical behavior in regard to information and information technology~~

- ~~Resp33ects the principles of intellectual freedom~~
- ~~Respects intellectual property rights~~
- ~~Uses information technology responsibly~~

~~9. Participates effectively in groups to pursue and generate information~~
~~Shares knowledge and information with others~~
~~Respects others' ideas and backgrounds and acknowledges their contributions~~
~~Collaborates with others, both in person and through technologies, to identify information problems and to seek their solutions~~
~~Collaborates with others, both in person and through technologies, to design, develop, and evaluate information products and solutions.~~

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Correlate Information Literacy Skills with Curriculum
In order to provide library media specialists with a scope and sequence of information literacy skills, Santa Rosa County library media specialists received a notebook of *Information Literacy:— Florida's Library Media/-Curriculum Connections* in the fall of 2003. This publication can be used to help correlate information literacy skills and the Sunshine State Standards with the curriculum. Also available are the FINDS Secondary AASL CCSS Correlation (last updated 2012-13).

Next Generation Sunshine State Standards

The ~~Next Generation Sunshine State Standards~~Next Generation Sunshine State Standards ~~(http://www.fldoe.org/bii/Curriculum/SSS/)~~ identify what students should know and be able to do for the 21st century and are both content standards and performance standards. The next generation standards are benchmarked at developmental levels of PreK–2, 3–5, 6–8, and 9-12 for the subjects of language arts, mathematics, science, social studies, arts, health and physical education, and foreign languages.
The Sunshine State Standards, including the grade level expectations can be found on the DOE website. ~~Previous standards (1996) can be found on Beacon Learning Center web sites. All standards are in Adobe Acrobat format (PDF).~~

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~~The standards on the Beacon Learning Center site are accessible two ways:~~
~~1. A tree index, which allows the user to click through a hierarchical menu of the standards until the desires level is found:~~
http://www.beaconlearningcenter.com/treeFL/
~~2. A list of the standards by grade level and subject:~~
~~http://www.beaconlearningcenter.com/standards/~~

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Florida Comprehensive Assessment Test (FCAT)

When designing instruction, library media specialists should consider the ~~FCAT~~FCAT 2.0, Florida's assessment instrument. Its primary purpose is to assess students' achievement of high-order cognitive skills represented in the NGSSS in Reading, Writing and Mathematics. Depending on grade level, some s~~All s~~tudents in Grades 3-10 take the FCAT 2.0 in the spring of each year. Library media specialists should work with teachers and students on library-~~-~~related FCAT skills.

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End Of Course Assessments (EOC)

The Florida EOC Assessments are part of Florida's Next Generation Strategic Plan for the purpose of increasing student achievement and improving college and career readiness. EOCs will be computer-based, criterion-referenced assessments that measure

the Next Generation Sunshine State Standards for specific high-school level courses, as outlined in the course description.

Textbook Curriculum

If possible the library should maintain one copy of each textbook.

Teaching Searching Strategies

The library media specialist is tasked with the responsibility of teaching search strategies to students and teachers. This is an ongoing process with many good resources available. Some of these resources are:

InfoSearcher.com
Curriculum technology which integrates cyber tours, current issues and innovations, and in-depth practical articles for library media specialists
Cybersmart!
K-8 Curriculum helps educators integrate technology comfortably and effortlessly as textbook lessons extend learning into cyberspace.
~~**ICONnect**() This site includes online courses, student and family activities, as well as online tours to prepare school librarians for technology leadership roles.~~
Internet Search Tips and Strategies
This is a comprehensive explanation of search strategies, and tips.
Ivy's Search Engine Resources for Kids
This website is an outstanding compilation of hotlinks to search engines for kids and web guides for kids.
Spiders Apprentice
Designed to be a helpful guide to web search engines.
Search Engine Showdown: User's Guide to Web
This site compares and evaluates Internet search engines from the searcher's perspective. It includes search engine features chart, detailed search engine reviews, and search strategies.
Kathy Schrock's Guide for Educators
~~Introduction to the Internet including search strategies, lessons on basic Internet use, searching, and links to online resources and information ...a~~Was a very comprehensive Internet guide. Kathy has retired but links to many of her resources are still available via the link.
Finding Information on the Internet: A Tutorial
Using search engines, directories, and more to find information on the web; the best search strategy in 5 steps and web basics.

Field Code Changed

Models of Information Problem Solving

There are several models designed to help library media specialists integrate library, research and information literacy skills into the curriculum.

FINDS: Florida Research Model

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Focus on the information need
Investigate resources to look for an answer
Note and evaluate facts
Develop information into knowledge for presentation
Score presentation and search

FINDS, Florida's model, consolidates the information literacy skills that are imbedded in the Sunshine State Standards and provides a framework for the application of these standards through a sequential research process.

Carol Kuhlthau, professor, has developed a model of information searching that is based on formal research *The Information Search Process (ISP): A Search for Meaning Rather than Answers*.

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The process includes these six stages:

Stage 1	Initiation	(recognize need for information)
Stage 1	Selection	(identify general topic)
Stage 3	Exploration	(investigate information on general topic)
Stage 4	Formulation	(re-focus topic from information gathered)
Stage 5	Collection	(interact with information systems on refocused topic)
Stage 6	Search Closure Or Presentation	(complete search and prepare product)

ALA/AASL's Position Paper on Information Problem Solving identifies seven steps that are basic components in an information literacy curriculum.

- Defining the need for information
- Initiating the search strategy
- Locating the resources
- Assessing and comprehending the information
- Interpreting the information
- Communicating the information
- Evaluating the product and process

The complete document with details of each step has been retired from the ALA website and further information can be obtained at ERIC.

The Big6 Skills Approach by Michael Eisenberg and Robert Berkowitz

Michael Eisenberg and Robert Berkowitz have developed the Big6 approach to information problem solving. It integrates information literacy skills along with technology tools in a systematic process that leads students to apply, and evaluate information. It is perhaps the best model of the information search process for the library media specialist since it is applicable whenever people need and use information and it can be easily adapted.

The Big6 website provides examples of its application within various educational contexts (subjects, searching, etc.), lesson plans, links to other websites, and the Big6 electronic discussion and newsletter.

Eisenberg and Berkowitz have developed a detailed plan of teaching technology skills using the Big6. The ERIC digest entitled *Computer Skills for Information Problem-Solving: Learning and Teaching Technology* in context was updated in 2002.

Reading in the School Library Media Program

The reading goals in the library program are twofold and overlap. One is assisting with reading literacy and the other is developing lifelong readers.

Reading Literacy

The Florida Department of Education has set a goal that all students in Florida must be able to read on their grade level or higher throughout their school years by the year 2012. Reading enhancement through the library media program is extremely important in reaching this goal. School library media centers contribute to improved student achievement by providing up-to-date instructional materials aligned to the curriculum and instructional practices such as collaborating with and supporting teachers, administrators and parents.

Lifelong Reading

Reading is both a skill and a behavior. It is a combination of knowing how to read and the desire to do so….And school library collections not only complement the curriculum but are also designed to support most schools' wider mission: to encourage lifelong learning and reading. In order to become lifelong readers, children must have access to books--and lots of them. They must also have some help in selecting them. That requires that librarians help youngsters find materials that speak to them rather than those that might improve them. This ability to respond to varied requests is complicated and abstract. It requires knowledge and skill. And it's why librarians who do so are called professionals.
~ Betty Carter. "Formula for Failure," School Library Journal, July, 2000, pp. 34-37

Literacy Software

Accelerated Reader (AR)—|—AR Enterprise
A K-12 server based motivational reading program to encourage students to read widely with understanding, to set and meet individual reading goals, to read books of increasing difficulty, to receive immediate feedback, and to have their progress tracked and reported to reading teachers.

Discovery Education Assessments (DEA)
DEA is provided by the district. Teachers can use the assessments to continuously monitor student progress throughout the school year.

Star Reading (SR)—|—Star Early Literacy
A K-12 server based assessment program that determines the reading level of each student, measures individual and class growth, and forecasts results on standardized tests.

Scholastic Reading Counts! (RC)
Scholastic Reading Counts! is a server based reading program that provides a system to match readers to books, monitor and motivate student progress, and respond to classroom needs.

Scholastic Reading Inventory (SRI)
A server based assessment program that monitors students' progress over time and compares their performance against grade-level proficiency ranges. The program organizes students according to their grade performance standard, so one can determine the best instructional and intervention strategies.

Scholastic Read 180—|—Scholastic Read 180 Enterprise
Scholastic Read 180 is a reading intervention program for students in grades 3-12 who are reading below grade level. The purpose is to engage and motivate older struggling readers with, high-interest instructional materials.

My Access! ®
MY Access! ® is an online writing program for students in grades 6-10.
MY Access! ® provides student writing prompts as well as instantaneous feedback. It can also be used as an instructional tool for whole group writing instruction.

SuccessMaker Enterprise (SMe)
SuccessMaker Enterprise (SMe) is an integrated learning system that assesses learning levels of individual students and assigns curriculum in reading, math, and science based on each learner's level. (SMe) projects FCAT scores and the amount of time required on the software to reach specific levels.

My Reading Coach
My Reading Coach does an admirable job of tackling the task of individualized reading instruction. The program initially tests the new user's current ability, then identifies gaps and provides instruction to fill these gaps. Progress is continually monitored, and instant feedback provided.

Literacy Resources on the Web

Starfall.com
The Starfall learn-to-read website is offered free as a public service. We also provide writing journals and books at a very low cost that can be used with the website or separately. Teachers around the country are using Starfall materials as an inexpensive way to make the classroom more fun and to inspire a love of reading and writing.

Just Read Florida!
This is a comprehensive, coordinated reading initiative aimed at helping every student become a successful, independent reader. The unequivocal goal for all students is to be able to read on grade level or higher throughout their school years by 2012.

~~**Learning to Read**~~
~~This is a resource for Language Arts and Reading Research.~~

Carol Hurst's Children's Literature Site
This is a collection of reviews of great books for kids, ideas of ways to use them in the classroom and collections of books and activities about particular subjects, curriculum areas, themes and professional topics.

The Children's Literature Web Guide
This website in an attempt to gather together and categorize the growing number of Internet resources related to books for Children and Young Adults.

AR BookFinder
You can search for book titles based on authors, topics, or titles of books.

Lexile Framework for Reading
The Lexile Book Database contains more than 100,000 English and Spanish fiction and non-fiction titles from more than 450 publishers. Once you know a student's Lexile measure, you can search the database for books that fall within his or her Lexile range

Studies and Research

~~**Partnership for Reading**~~
~~The Partnership for Reading distributes scientifically based research to improve reading instruction for children, adolescents, and adults. This site offers many answers to questions about reading and offers the ability to download several publications.~~

National Reading Panel
Reviewing over 100,000 studies on reading, The National Reading Panel (NRP) is a national panel assembled at the request of Congress to assess the effectiveness of different approaches used to teach children to read.

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America Reads: Building Literacy Through Community Partnerships
An on-line version of a publication that summarizes the work of 61 subcontracted America Reads Challenge tutoring programs across the country. It includes components essential to a child's learning to read, phonemic awareness, phonics, vocabulary, fluency, and comprehension.

NW Regional Educational Laboratory
Components essential to a child's learning to read: phonemic awareness, phonics, vocabulary, fluency, and comprehension.

~~**Putting Reading First**~~
~~The Research Building Blocks for Teaching Children to Read is designed for classroom teachers, it describes the findings of the National Reading Panel and provides analysis and discussion of five areas of reading instruction.~~

Florida Center for Reading Research (FCRR)
FCRR is part of the leadership triangle for Reading First. They disseminate information about research-based practices related to reading instruction and assessment for children in pre-school through 12th grade. They also conduct basic research on reading, reading growth, reading assessment, and reading instruction that will contribute to the scientific knowledge of reading.

International Reading Association (IRA)
IRA was founded in 1956 as a nonprofit professional organization for those involved in teaching reading to learners of all ages.

Integrating Literacy and Technology in the Curriculum
The Internet and other forms of information and communication technology (ICT) are redefining the nature of literacy. To become fully literate in today's world, students must become proficient in the new literacies of ICT. Therefore, literacy educators have a responsibility to integrate these technologies into their literacy curricula.

Collaboration

Library media specialists do not work in isolation when developing library media programs in their schools. Collaboration with administrators and classroom teachers is the underlying basis for successful programs. Administrators have a role to play in fostering a collaborative environment among staff that will allow for this to happen. The library media specialist must possess effective interpersonal skills and enthusiasm for collaboration in order to work well with other teachers and administrators. When a staff collaborates well, it is a wonderful working model for students.

Collaborative Program Planning and Teaching

In collaborative program planning and teaching (CPPT), the library media specialist and the classroom teacher work with each other to define goals and objectives they wish their students to achieve. Together they preplan, teach and evaluate resource-based learning activities that will guide students' learning to achieve these objectives. Library media specialists must seek out opportunities to initiate such collaborative efforts with fellow teachers. They need to be approachable, open to working with all staff, good communicators and intuitive - knowing when to approach teachers with an idea for a possible joint project. Administrative support is key to the effectiveness of collaborative program planning and teaching. Administrators may need to guide reluctant teachers and or library media specialists to this process by making it a priority in their school. A sample faculty and student survey is located in the "Forms" section of this book. The ExC^{3}EL Rubric is a resource to use in evaluating library program effectiveness.

Flexible Scheduling

School library media programs work best when library media specialists work with a flexible schedule. This means that library media specialists should have flexible time to accommodate classroom teachers' schedules in providing resource-based learning activities that extend learning beyond the classroom in a meaningful way. Flexible scheduling helps to ensure the library media program becomes integrated into the curriculum. Administrators can further enhance the success of a flexible schedule by providing for planning time between library media specialists and cooperating teachers within the library schedule.

Multi-Media Production

Library media specialists may provide assistance to students and faculty in producing a variety of multimedia materials.

Student media production is closely integrated with curricular studies. Productions are presented in a variety of formats, ranging from written reports to video productions. Some middle and high schools offer TV production classes. (See individual school's course offerings.)

Legal copyright guidelines must be followed with all media production projects. Schools are cautioned against videotaping productions and making copies for parents when the content is copyrighted material and permission has not been granted by the producer/publisher of the play, musical, or holiday performance. (See Gary Becker Online on the Santa Rosa District Web Page). A Santa Rosa County email username and password are needed for access to this document.
United States Copyright Office

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Video Production

MediaCom High School Partnership
Schools may partner with MediaCom by airing school ITV-produced videos on the MediaCom Video on Demand (VOD) Channel.

It is the responsibility of the ITV Teacher to

- ensure that a MediaCom VOD Model Release Form has been signed for each student in the video prior to the video being aired,
- submit video that is appropriate and well representative of the school,
- work with the principal in selecting video content to be aired, and
- verify that videos submitted meet all applicable Federal and School District copyright guidelines for all forms of media.

Mediacom on Demand Model Release form

Field Code Changed

Videotaping Students
A video release form is required for each student being viewed on live broadcast or videotaped for future use. (See sample video permission form in "Forms" section of book)

- Daily live broadcast of school news and information is presented at most schools. In some schools, students assist in a variety of ways with the broadcast.
- Teachers and administrators often request filming of school/classroom events (classroom projects, plays, etc.). Advance scheduling of videotaping requests is highly recommended.
- When copyrighted material is videotaped, requesting teacher must provide producer/publisher release to library media specialist prior to taping.

A special user specific release form MUST be obtained for broadcast outside the school. The Model Release Form – is located on the PDC webpage under "documents and forms".

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Instructional Television (ITV) Distribution System

Teacher requested videos:

- Teachers often request videos to enhance teaching units. A sign-up form is helpful for organizing time and channels on the ITV system. A sample is in the "Forms" section of the book.
- Make sure teachers adhere to copyright laws and school policies concerning viewing of videos. School Board Policy 3.52
- A Request For Use Of Educational Media From Outside Sources form must accompany any video that is not from the PDC or your schools' library.
- Teachers must have a Parent Permission Form on file to show any PG or PG13 video in their class.
- Teachers should sign the Copyright and Educational Media Policy Agreement annually.
- Library media specialists need to remind all teachers to preview all videos before showing.

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Off-Air taping

- Off-air taping refers to taping programs from television.
- Be sure to adhere to copyright laws governing this procedure. (~~http://www.ciconline.org/copyright~~http://www.ciconline.org/Resources/Search?SearchTerm=copyright&x=0&y=0)

Field Code Changed

Online Resources

Subscription Services (Databases)

The Santa Rosa County School District provides the following online subscription services for faculty and/or students.

- Discovery Education Streaming
- Worldbook Online

To access the online services go to ~~http://www.santarosa.k12.fl.us/resources.htm~~Instructional Resources . Library media specialists can provide username and passwords.

Field Code Changed

Discovery Education Streaming
An online digital video-on-demand service brought to you by Discovery Education. You have access to over 4,000 videos to enhance your curriculum complete with teacher's guides, blackline masters and correlations to standards.
A school Passcode is required for registration. The Technology Contact at your school should be able to give you the Passcode for your school, or you may contact the Professional Development Center (983-5110) to find out the Passcode for your school. During registration you will be prompted to provide a username and password.

Worldbook Online
An online database designed for diverse ages, reading levels, and learning styles. It contains various teacher resources, standards correlations and useful tools. Contact PDC for login information.
http://www.worldbookonline.com/

Field Code Changed

The Florida Electronic Library
The Florida Electronic Library is a gateway to select Internet resources such as:

- Current Events
- Homework help
- Business
- Finding full-text articles
- Health Issues
- Florida History & Info.

Gale CENGAGE Learning Databases
Gale InfoTrac is brought to you by the Florida Department of State. Division of Library and Information Services, and funded under the provisions of the Library Services and Technology Act in partnership with your local public library.

Passwords should not be needed if accessed from school. See -Instructional Resources.
~~http://www.santarosa.k12.fl.us/resources.html~~
To access Gale CENGAGE Learning Databases from home a password is needed.
Passwords from home are:
Student Password: student
Teacher Password: professional

Litfinder
Database containing both full-text and citations for literary works (speeches, short stories, essays, poems, plays)

Britannica Online
Teachers and students can access a limited version of Encyclopedia Britannica.

Britannica Student Center
Browse the Student Center to get help with citations, bibliographies, and more! Visit the Student Center for articles and media developed for students.

~~Other Online Resources~~

~~**LM_NET**~~
~~LM_NET is a discussion group open to school library media specialists worldwide, and to people involved with the school library media field.~~

Internet Resources (Free)

e-mail for students

Santa Rosa supports student use of email for educational purposes, such as improving communication skills or collaborating with others on web-based projects. To gain access to one of the district's sanctioned email programs (ePals.com or Gaggle.net), all students under the age of 18 must obtain parental permission and must sign and return this form to the district student mail administrator. Students 18 and over may sign their own forms.~~Santa Rosa County School District offers access to a program called I-mail that provides electronic mail to our teachers for their students to participate in online collaborative projects and e-mail communications. As a teacher, you may obtain up to four e-mail accounts for this purpose.~~

Email for Students - Parent Approval Letter (form 63-11-46)

~~Teacher Managed Student Email Account Request Form~~

~~Gaggle.net is an online student email product that has been approved by the district as a secure site. Schools may purchase this product to use in lieu of the district I-Mail accounts.~~

~~Santa Rosa County School District also offers students of the district access to a program called I-mail, which will afford them the benefits of electronic mail. To gain access to I-mail, all students under the age of 18 must obtain parental permission and must sign and return an Individual Student Email Account Request Form to the I-mail Administrator. Students 18 and over may sign their own forms.~~

Internet access for research purposes is available throughout the schools for students who have turned in an Acceptable Use Policy Form (this is required yearly for legal purposes).
Acceptable Use Policy for Students (under Frequently Requested Documents & Forms)

Field Code Changed

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Internet Public Library
Internet Public Library - Kidspace
Internet Public Library is the first public library of and for the Internet community.
The IPL was founded by a class at the University of Michigan's School of Information, and Michigan SI students almost exclusively generated its content and managed the Ask a Question reference service.

Infoplease.com
Infoplease is a comprehensive reference source that combines the contents of an encyclopedia, a dictionary, an atlas, and several almanacs loaded with statistics, facts, and historical records. A single search engine allows you to search all these sources at once.

Factmonster.com
Factmonster is a comprehensive site for students that include an atlas, encyclopedia, dictionary, and almanac. It also has educational games and activities.

Assistive Technology for Students

Library Media Center

The library media center may not have special equipment on hand for every type of disability but should have equipment and software programs that support common special needs. The library media specialists may need to coordinate with the ESE Department Liaison to accommodate needs of ESE students (hearing impaired, vision impaired, etc).
The library media specialists may need to coordinate with the ESOL Teachers to accommodate needs of ESOL students.
Questions to be considered:

- Is there at least one adjustable table for each type of station in the library that will accommodate students with mobility impairments or who use wheelchairs?
- Are large print key labels available to assist students with low vision?
- Does the station have a large screen monitor (17-inch minimum) to assist students with low vision and learning disabilities?
- Is there a speech output system to be used by students with low vision, blindness, and learning disabilities?
- Is there a trackball for students who have difficulty controlling a mouse?
- Is a wrist rest or key guard available to assist students with mobility impairments as needed?

Library Media Center Staff

- Are library media specialists willing to make necessary adjustments in the media center, environment, staff, services, equipment, and digital resources in order to establish a universally accessible media center?

- Do they have the training, resources and support required to make necessary changes?
- Are library media center staff members aware of characteristics and learning needs of the various exceptional students?
- Does the library media center staff wear large print name badges?
- Are library media library center staff members trained in the use of:
  - alternative access to computers (keyboards, trackballs, switches)
  - talking word processors
  - word prediction software
  - presentation software
  - software tools that support reading (speech synthesis/screen review)
  - scanners and OCR software for scanning in text
  - student writing tools
  - tools that support cognitive organization
  - the Internet for curriculum purposes
  - use of screen readers

- When students cannot access some digital resources are the library media center staff members prepared to assist them by providing research consultation or materials in other formats?

Digital Resources

It is essential that the library media center's Internet and other digital resources are designed to be accessible to students with learning differences.

- Do digital resources with images and sound provide text alternatives? Is the design consistent with clear navigation paths?
- Can the library media center's digital resources including online catalogs, indexes and full text databases, and CD-ROMs be accessed with a variety of assistive computer technologies such as screen readers and speech synthesis?
- Does the collection development policy specifically state that digital products should be evaluated for accessibility as part of the purchasing process?
  Do library media center web page style guidelines require that pages be designed in an accessible format?
- Library Media wWeb pPages should follow the universal access protocol for accessibility. Web Accessibility initiative

6

Professional Development

Professional Growth

Library media specialists grow professionally when they engage in reflective practice to increase their effectiveness and model strong commitment to lifelong learning.

Accomplished library media specialists:

- Maintain current educational media certification
- Take advantage of professional growth opportunities
- Participate in local and state professional organizations
- Subscribe to professional journals related to library media

Santa Rosa County library media specialists' district meetings are held quarterly to update library media specialists in all aspects of library media services as well as technology.

We also encourage library media specialists to be members of and attend professional conferences such as F.A.M.E. (Florida Association for Media in Education), C.I.L. (Computers in Libraries), A.A.S.L. (American Association of School Librarians), A.L.A. (American Library Association), and F.E.T.C. (Florida Educational Technology Conference), and ISTE (International Society for Technology in Education). The Library Media Supervisor visits each school onetime per year to provide one-on-one assistance and evaluate each school library media program.

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Each school's events may be included on the District Events/Inservice Calendar. To fill out a request go to the Calendar/Event Submission Form.

District Events/Inservice Calendar

Professional Organizations

AASL American Association of School Librarians advocates excellence, facilitates change, and develops leaders in the school library media field. The goal of the AASL is to work to ensure that all members of the school library media field collaborate to:

- provide leadership in the total education program
- participate as active partners in the teaching/learning process
- connect learners with ideas and information, and
- prepare students for lifelong learning, informed decision-making, a love of reading, and the use of information technologies.

AECT Association for Education Communications and Technology is open to those concerned with the technological aspects of educational media.

ALA– American Library Association is open to all library media specialists in different types of centers and at all levels.

FAME– Florida Association for Media in Education is open to all professional media personnel. Each fall, FAME sponsors an educational media conference which features a variety of workshops and an extensive exhibit of materials and equipment. The organization works for the improvement of school library media programs statewide through the encouragement of professional growth and the support of legislation vital to the school library media programs. FAME also sponsors the *Sunshine State Young Readers Award*; the *Intellectual Freedom Award*; the *Student Media Festival*; *School Library Media Month* and college scholarships.

ISTE The International Society for Technology in Education (ISTE) is the trusted source for professional development, knowledge generation, advocacy, and leadership for innovation. A nonprofit membership organization, ISTE provides leadership and service to improve teaching, learning, and school leadership by advancing the effective use of technology in PK–12 and teacher education.
ISTE® is the registered trademark of International Society for Technology in Education.

PLAN Panhandle Library Access Network is a multi-type library cooperative composed of members from public, academic, special, and school libraries located in 17 counties of the Florida Panhandle. PLAN also promotes resource sharing.

International Reading Association is a nonprofit, global network of individuals and institutions committed to worldwide literacy. The Association supports literacy professionals through a wide range of resources, advocacy efforts, volunteerism, and professional development activities.

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Professional Journals

Shown below are periodicals of professional interest to school librarians, most of which have online editions or information available. Also included are some useful "electronic" periodicals that are available only online.

Book Links: Connecting Books, Libraries, and Classrooms

Field Code Changed

Published by the American Library Association, this bimonthly magazine is designed for teachers and librarians serving children from preschool through 8th grade. This includes articles linking books on a similar theme, retrospective reviews, teaching strategies, discussion questions, and interviews with authors, and illustrators.

The Library Media Connection Magazine

Field Code Changed

Published by Linworth, this is a journal for junior and senior high school librarians written by other professionals in the field. Selected full-text articles and reviews are available online.

Booklist

Field Code Changed

Published by the American Library Association, this journal has been a leading source of book reviews for more than 90 years. It annually reviews about 4,000 books for adults, 2,500 children's titles, 500 reference books and electronic reference tools, and 1,000 AV items. It also includes articles, author interviews, bibliographies, book-related essays by well-known writers, and a selection of columns. The online edition includes feature articles and bibliographies, plus a cumulative index not available in the print edition.

Cable in the Classroom Magazine

Sponsored by cable television operators, Cable In The Classroom offers commercial-free educational programming selected and designed for classroom use. Copyright clearances allow teachers to record programs for use in lesson plans. The magazine provides feature articles, program listings, a taping calendar, and information about contests and support materials.

CM: Canadian Review of Materials

This is a weekly online reviewing journal of Canadian materials for young people, published by the Manitoba Library Association.

Computers in Libraries

Field Code Changed

This monthly journal focuses on the practical application of technology in all types of libraries including school libraries. Available online are selected full-text articles and abstracts from recent issues.

Horn Book Magazine ~~**Horn Book Magazine**~~

Founded in 1924, this bimonthly journal is an authoritative review source for children's literature and educational materials. Now available is an archive search **Horn Book Magazine Search**)

Library Journal
Founded in 1876, this is the "bible" of the library world with a circulation of more than 100,000. The online edition features late-breaking news; weekly InfoTech updates; a sampling of book, audio, video, CD-ROM, and website reviews; bonus reviews of books not in the magazine, and some of LJ's most popular departments and columns.

Media & Methods
This popular resource magazine for K-12 educators involved with media and instructional technologies offers selected full-text articles online.

MultiMedia Schools Magazine
MultiMedia Schools Magazine is a Practical Journal of Multimedia, CD-ROM, Online, and Internet in K-12. Selected full-text articles and news are available online from this periodical, a practical how-to magazine written for K-12 teachers, librarians, media specialists, and other educators. A major emphasis is placed on integrating technology into the curriculum.

School Libraries Worldwide
A journal published by the International Association of School Librarianship.

School Library Journal
This monthly journal describes itself as "the magazine of children's, young adult, and school librarians." This covers issues of general interest to school librarians with many reviews of books, software, and videos.

School Library Media Activities Monthly
This journal provides curriculum activities and lesson plans that emphasize the integration of library and literacy skills into the various disciplines. It also includes book reviews, professional development information, and an "Activities Almanac" which lists notable birthdays, historical dates, and events during the upcoming month.

Teacher Librarian
This journal's editor is Dr. Ken Haycock, 1997-98, President of the American Association of School Librarians.

VOYA: Voice of Youth Advocates

Field Code Changed

This bi-monthly journal for young adult librarians provides news items, articles, book reviews, and editorial commentary.

7

Extension of School Library Services

Home-School

Coming Soon

Glossary

The selected library and computing terms in the following list tend to be used frequently in school library settings. These definitions represent terminology commonly used in the information and library field of knowledge.

AASL - American Association of School Libraries; A division of ALA serving school library media specialists.
Abstract - A brief summary of a journal article or other library resource that classifies, evaluates, or describes the important points of the content.
Access - Access to the school library media program and resources is defined in three ways. Physical access refers to the ability of all users to easily make use of the library media center facilities and resources. Intellectual access ensures that all users will find materials on their reading, interest, and comprehension levels. Economic access refers to the removal of all barriers to library materials and services based on the user's ability to pay.
Acquisition - An item added to the library collection by purchase, gift, or any other means.
Access Point - A term used under which a bibliographic record is filed. Common access points are author's last name, title of work, and subject of work.
Account Number - All Santa Rosa County library media monies are budgeted according to function (6200) and designated by object number. For example: Object 510 is for supplies; Object 530 is for periodicals, etc.
Advocacy - The coordinated and comprehensive process by which support for the library media program is created within the greater community.
ALA - American Library Association; The oldest and largest organization of librarians and libraries in the country, with over 30,000 members. ALA provides leadership for the development, promotion, and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all.
Allocation - The amount of money designated for the library media center; it may consist of district money, state funds, or federal funds. This money is budgeted to each school library media center in objects for which the library media specialist is responsible.
Almanac - an annual publication containing a variety of useful facts, statistical data, and, in some cases, daily projections for the coming year
Annotation - A brief note, describing, explaining, or evaluating a book. Used in reading lists, bibliographies, on catalog cards, etc.
Annual - A publication issued once a year, e.g. a report, yearbook, or directory.
Anthology - a collection of writings, usually having common characteristics such as subject matter, literary form or from one author
Archival material - unique, original and one-of-a-kind material worthy of long-term preservation
Article¹ - A contribution, by one or more authors, published in a periodical.
Article² - an, the, and their equivalents in other languages (der, la, los...). In library practice, leading articles are dropped from titles in alphabetized lists.
Autobiography - a written account of a person's life written by that person.
A/V - equipment and applications that deal with sound and sight; The A/V world includes microphones, audio tape recorders, audio mixers, sound systems, analog and digital still and video cameras, film projectors, slide projectors, VCRs, CD players/recorders and DVD players/recorders. The term was originally "audio/visual".
Barcode Labels - Bar-encoded labels that should be affixed to each item you enter in the database. The number represented by the bars is unique and is item specific. The bar code number is entered into the database along with other information for the item it represents. It will be used to identify that item during inquiries and to link that item to a patron when the item circulates.
Barcode Number - The unique number assigned to an item that circulates in the library.
Big Books - A term for large, oversized books used mainly in primary schools for literacy and enrichment instruction in the library. Most measure about 2' x 3'.
Blurb - A brief summary of the contents of a book prepared by the publisher and usually found on the flap of the book jacket.

Boolean Searching - A term for the process of narrowing or expanding an electronic search by using terms such as AND (retrieves items in which two or more terms are found) OR (retrieves items in which either term is found), NOT (retrieves items in which the first term is present but the second term is not).
Call Number -The classification number, location symbol, media code, and letters or Cutter number used to indicate the location of a book on the shelves.
Catalog (library) - A list of books and other materials contained in a collection
Cataloging - The process of making entries for a catalog and the processes involved in preparing books and materials for circulation.
Cataloging In Publication (CIP) -Cataloging data which appears on the (verso) back of the title page of a book; provides call number, main entry, subject headings, etc. Prior to publication, publishers provide data to the Library of Congress whose catalogers determine the classification number and catalog entries for the book.
CD-Rom - Read Only Memory; compact disc format used to hold text, graphics and hi-fidelity stereo sound.
Challenged Materials -Books and other resources that are identified by concerned citizen(s) with an expressed desire to remove them from the library collection.
Child Online Protection Act (COPA) - Internet censorship bill, the Child Online Protection Act (COPA, a.k.a. "CDA II") established criminal penalties for any commercial distribution of material deemed harmful to minors. http://www.copacommission.org/
Children's Book Week - a celebration of the written word; Children's Book Week introduces young people to new authors and ideas in schools, libraries, homes, and bookstores. Through children's Book Week the Children's council encourages young people and their caregivers to discover the complexity of the world beyond their own experience through books; The Children's Book Council: Children's Book Week
Children's Internet Protection Act (CIPA) -This federal law requires public and school libraries receiving federal funds (i.e. LSTA, Title I, etc.) for internet or computer services to install technology protection measures (filters) for all internet-linked computers accessible by minors. The law was upheld in 2003 for public libraries by the US Supreme Court.
For general information see: www.ala.org/cipa
Circulation - A library service that includes activities related to borrowing library materials such as checking out and returning items.
Circulation Desk - the area of the library that checks books in and out of the library and replaces books on the shelves
Collaboration - In a collaborative instructional information skills unit, the school library media specialist works closely with other teachers in the school to co-plan, co-teach, and co-assess information skills
Collection -This term may refer to the library's entire collection of materials, or to a group of library materials having a common characteristic, such as Juvenile Collection or Reference Collection. This term may also refer to the library's entire holdings.
Collection Development -The systematic process of gathering input on user needs, identifying materials to meet those needs, and acquiring those materials for the library collection
Collective Biography - A book that contains biographies of more than one person, with several pages or a whole chapter devoted to each individual. These works are called collective biographies or biographical collections. In the front or back of each volume is a listing of the sources that are covered. Individuals are listed alphabetically by last name, with references indicating the biographical source(s).
Confidentiality -The legal expectation by patrons that their reading, viewing, and listening of library resources is not revealed to others without their permission.
Cooperative Collection Development -Two or more libraries, possibly of different types (such as public, academic, school, or special) working together to jointly acquire material
Copy Number - A figure used to indicate that the library has more than one copy of a book and to identify each copy.
Copyright¹ -Federal legislation and rules governing ownership of materials, and rights to reproduce them legally. See www.librarylaw.com
Copyright² -The legal right granted to an author, composer, playwright, publisher, or distributor to exclusive publication, production, sale, or distribution of a literary, musical, dramatic, or artistic work. The symbol for copyright is ©.
Copyright³ (Technology) - The legal ownership of a "work," which can take any of the following forms: written text, program source code, graphics images, sculpture, music, sound recording, motion picture, pantomime, choreograph and architecture.
Copyright Page -often referred to as "the Verso" contains: publishers name, address, website and logo, any disclaimers and/or warnings about usage, author(s)'s name(s), acknowledgment of editors (some editors in-

sist on credit in the Copyright page and cover designer(s), edition number, permissions for reprints, printing information: where printed, i.e.: "Printed in China.")
Cumulative Index - An index in periodical form that, at stated intervals, combines new items with those of earlier editions to form a new single list
Databases - Subscription services containing large amounts of information from magazines, newspapers, pamphlets, dictionaries, encyclopedias, etc. These may be on CD-ROM or internet-based, and may be free or available by subscription. Many libraries provide database passwords for home access by those with library cards.
Dewey Decimal Classification System (DDC) - A system used to assign a location number to a book according to its subject.

000	General Works		500	Natural Science
100	Philosophy		600	Technology (Applied Sciences)
200	Religion		700	Fine Arts
300	Social Sciences		800	Literature
400	Language		900	Geography/History

Discard - A book officially withdrawn from the library collection because it is worn, obsolete, or is no longer needed.
Discussion List - A specific computer program that allows many individuals to subscribe, and receive messages around a common theme; See LISTSERV® (Registered Trademark).
Domain Name -A name that identifies one or more IP (Internet protocol) addresses, such as "www.ala.org".
Diversity -"differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area". A diverse library media program extends that concept to apply to the library collection, to issues of access to the library media center, and to design and delivery of information skills instruction.
Date Due - date on which library materials are due to be returned to the library.
DVD -Digital Video Disc or Digital Versatile Disc - An optical digital disc for storing movies and data
Easy Book -A book for young children, such as a picture book or a beginning reader
eBook - An eBook is an electronic version of a traditional print book that can be read by using a personal computer or by using an eBook reader.
Edition -All copies of a work printed from one setting or type. A change in edition, such as a "new edition" or "second edition," would imply a revision of the work and a change in content.
Editor -One who prepares for publication a work or a collection of works not his own.
Educational Technology and Information Literacy (ET/IL) -The term for a plan that school districts must develop that shows how information literacy and educational technology will be used collaboratively to enhance standard learning in schools
Ethernet -A cable connecting computers on a local area network (LAN). Ethernet cables include 10Base5, 10Base2, 10BaseT, and 100BaseT.
Evaluate - To determine the worth of something. For example, one would evaluate a work by looking at the source of the information presented, the reputation of the source.
Fair Use -The section of the Copyright Law that permits use of copyrighted material for the purposes of "criticism, comment, news reporting, teaching, scholarship, or research." Factors affecting fair use include the use, the nature of the copyrighted work, the amount of the portion used, and the effect of the use upon the potential market or value of the copyrighted work.
FAME - The mission is to promote and publicize the library media specialist's role in Florida. FAME participates in the initiative to develop and implement statewide guidelines for library media specialists. FAME is an efficient, effective, and influential organization that cooperates and collaborates with related professional groups. We care about our library media centers, and our students. FAME...it's all about the kids! Florida Association of Media in Education
Fiction -In library usage, an invented story with events, characters, and scenes wholly or partly imaginary, such as novels and short stories; that which is not fact.
Fixed scheduling - A method of assigning each class in the school a set time to use the library. This is usually done to provide the classroom teacher with a planning period. This method prevents the school library media specialist and the classroom teacher from collaboration.
Flexible Access -The opposite of fixed scheduling, the school library media program is not used as a method of providing the teacher's planning period. Classes are scheduled as a result of instructional need.
Foreword[1] - An introductory note in a book.

Foreword² - usually written by someone other than the author. Note the spelling of Foreword. The author of the Foreword is always acknowledged at the end. Many times, their book title(s) are included as well.
Format - Refers to the variety of ways in which information is packaged. Common formats are books, videotapes, electronic, audio recordings, etc.
Frequently Asked Questions (FAQs) - Documents, typically available on a subject-specific website, that list frequently asked questions and their answers about the service, agency, product, or topic.
Hold - keeping a book in the library for a person requesting it. (Applies to books that are charged to another user and rush-process books); When a book or other item is currently on loan, the library permits another borrower to place a "hold" on it.
Hyperlink - A synonym for both link and hypertext link. Users click on hyperlinks to access other documents on the Web. Hyperlinks often appear underlined or in a different color on a webpage.
Hypertext - The arrangement of information into connections made by a user, usually by clicking a link. The World Wide Web is simply an enormous amount of content connected by an enormous number of hypertext links.
Hypertext Markup Language (HTML) –It is the authoring language used to create documents on the World Wide Web.
Imprint -Publication information about a work most often found at the bottom of the title page or on the verso. It usually contains the name and location of the publisher and when the book was published.
Index - A list, usually in alphabetical order of the topics and names included in a book with reference to pages where they occur—generally placed at the end of a book.
Individuals with Disabilities Education Act (IDEA) - IDEA is a federal law regarding educating students with disabilities. See http://idea.ed.gov/
Individual Education Plan IEP - An IEP is an official plan for students who need special assistance in school to meet reading standards and proficiencies.
Information Literacy - Term for an individual's ability to determine his/her information needs, attain the information in multiple and most appropriate formats, comprehend the information and utilize the information appropriately. ACRL has published national information literacy standards, as has AASL, the national school association. Florida has standards for Information Literacy in schools.
Information Power - A generic term for the school library publications from ALA and AASL, most recently published in 1998 as Information Power: Building Partnerships for Learning. The document provides an overview of quality library practices, and defines the information literacy standards for librarians and educators to utilize with students. Information Power contains national guidelines for school library media programs first published by AASL in conjunction with the Association for Educational Communication and Technology in 1986, and revised in 1998.
Information Retrieval - Usually electronic, information retrieval refers to the process of identifying, locating, and accessing the full text of information, in all formats, and wherever located.
Information Specialist - Person with professional training in the organization, storage, and retrieval of information.
Information Technology - Commonly used to refer to the computer and other technology used to store or retrieve information.
International Standard Book Number (ISBN) -A unique number assigned to a book. It usually appears on the back of the title page and consists of four segments, each separated by a hyphen. The first segment identifies the origin country, the second a publisher, the third segment a title or work, and the fourth segment is a check on the accuracy of the other three segments. See www.isbn.org
International Standard Serial Number (ISSN) - A distinctive number assigned to each serial title. See www.issn.org
Instructional Partner - The concept of the school library media specialist as an active participant in the instructional life of the school and in the education of each student
Integrated Information Skills Curriculum -The alignment of the identified information skills curriculum with subject area curricula
Intellectual Freedom –The right of each patron to access information and ideas according to his/her needs or interests.
ISTE – International Society for Technology in Education; ISTE is an international society for planning, utilizing, and promoting the use of technology in education. ISTE is responsible for the NETS (National Educational Technology Standards) for students and teachers
JPEG - Joint Photographic Expert Group; an algorithm for compression of image files; this compression makes JPEG files smaller and quicker to download; sacrifices some image quality in exchange for a reduction in the file's size.
Keyword - a significant word in the title, abstract, or text of a work

Keyword Search - to search an electronic catalog or index by having the program search for terms (keywords) provided by the user. Keywords do not have to be standardized subject headings, and a keyword search often searches all data fields for the terms (e.g., "winter" as a keyword might retrieve items with Winter in the author field as well as items with "winter" in the text or title). Keyword searching often allows flexible and powerful features such as Boolean operators, truncation, and field searching.
Library Binding - A special form of bookbinding issued by the publisher that has durability to withstand severe library use. Many children's books may be purchased in library binding.
Library Collection - The total accumulation of all library materials provided by a library for its patrons. Also called Library Resources, Library Holdings.
Library Media Center (LMC) - A name for a school library made popular by AASL's Information Power publications. Some local districts have developed other designations for the school library.
Library Media Specialist (LMS) - another term for a school librarian, popularized through AASL and other publications. Districts often use other designations for the school librarian.
Library of Congress - The National Library of the United States and the library for members of Congress. LC contains over 100 million items, 20 million of them books. See www.loc.gov
Library of Congress Classification (LCC) - A system of classifying books and other works devised by the Library of Congress in Washington, D.C. It divides human knowledge into broad categories indicated by letters of the roman alphabet, with further subdivisions indicated by decimal notation. See www.loc.gov/catdir/cpso/lcco/lcco.html
Library Patron - a customer or a client of the school library such as a student, faculty member, or administrator of a school.
Library Services and Technology Act (LSTA) -A federal funding program that replaced the long-running Library Services and Construction Act (LSCA) in 1996. Publicly-funded libraries -school, special, public, and academic -are eligible for LSTA funds that are administered through the Colorado State Library. See http://www.imls.gov/applicants/applicants.shtm
Lifelong Reading - The creation of a strong desire to read that continues throughout the student's life.
List Price - Retail price quoted in a publisher's catalog. Libraries usually get a discount from the list price.
LISTSERV® - A registered trademark of Lsoft International, Inc. Not to be used generically to describe a discussion list. It allows users to subscribe to a mailing list and automatically distributes e-mail to those subscribers. See also Discussion List.
LM_NET - A national library discussion list focused on topics of interest to school library media personnel. See http://www.eduref.org/lm_net/
Loan Period - the period of time which is allowed for the use of library materials
Location and Access – Limiting information skills instruction to the identification of materials and their placement in the library. Does not typically include instruction in the comprehension, use, or synthesis of the information
Location Symbol - An identifying mark on a book, often part of the call number, to indicate where the publication is located in the library. Some usual symbols are: R-Reference Collection, J-Juvenile Collection, YA-Young Adult Collection
Machine Readable Cataloging (MARC) -The basis of almost all automated cataloging systems; a standardized format for bibliographic description developed by the Library of Congress in the 1960's. See www.loc.gov/marc/
Master of Library Science (MLS) - Graduate degree in librarianship from ALA accredited schools.
Memoir - a literary genre, an account of the author's personal experiences or an essay on a scientific or scholarly topic. A memoir may be an autobiography or a biography and may appear less structured and less encompassing and formal that autobiographical or biographical works. They are often about part of a life, and often a public part of one's life, rather than one's whole life, from youth to old age.
Mission - The mission of the school library media program in the school is to "ensure that students and staff are effective users of ideas and information". This mission was first developed for the 1986 edition of Information Power, the national guidelines for school library media programs, and has remained the mission.
MP3 - MPEG-1 Audio Layer-3. Compression scheme used to transfer audio files via the Internet and store in portable players and digital audio servers.
Multimedia - Combinations of technology to produce professional materials and make presentations.
MUSTY - An acronym to guide the weeding process in libraries. M = misleading U = ugly or worn out S = superseded by more substantiated information T = trivial Y = your collection has no use for this book.
National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking (REFORMA) - An organization developed to unite Hispanic librarians and all other librarians interested in working with the Spanish speaking population through libraries. It offers training, Hispanic collection

development, and other member services. There is an active Colorado REFORMA Chapter. See http://clnet.sscnet.ucla.edu/library/reforma/index.html

National Library Week - First sponsored in 1958, National Library Week is a national observance sponsored by the American Library Association (ALA) and libraries across the country each April, typically the second full week. Dates for National Library Week in the coming years are:
2009 - April 12—April 18
2010 - April 4—April 10
2011 - April 10—April 16

Online Public Access Catalog (OPAC) - An online catalog that replaces the card catalog in an automated library.

OPAC - Online Public Access Catalog A computer workstation for use by the public or students which is connected to a library's circulation system; can be searched by author, title, etc., and shows an item's status (on-shelf, overdue, etc.)

Open Access Users - are welcomed in the library media center before, during, and after the school day without barriers

Organization of information - Term used to refer to the standard protocols by which information is arranged. Other terms that are sometimes used are cataloging and classification, technical services, etc.

Out-of-Print – This is a book no longer being printed by the publisher. May be available through a special dealer or publisher or publishers may still have copies.

Overdue Book - a library book which has not been returned to the library by the due date

Oversize Book - A book that, because of its large size, cannot stand on the regular shelves in the library

Ownership Mark - A book plate, stamp, label, or the like, identifying material as library property

Periodical - A magazine, newspaper, or other material normally issued at regular intervals. Each issue in the series is numbered consecutively and dated.

PLAN - The Panhandle Library Access Network a non-profit membership organization for public, academic, school, and special libraries providing networking, communications, cooperative purchasing, training, and other services for libraries located in the 17 counties of the Florida Panhandle.

Pre-bound - A new book, usually paperback, bound in a special durable binding at time of original sale.

Preface - author's explanation of why she or he wrote the book; A note preceding the text of a book stating the origin, purpose, and scope of the work, and sometimes containing acknowledgements of assistance.

Privacy - The legal expectation by patrons that their reading, viewing, and listening of library resources is not revealed to others without their permission.

Processing - The work of preparing library materials for use in the library.

Program Administration - The role of the school library media specialist centering on the management of the school library media facility and services

Pseudonym - A fictitious name used by an author.

Publisher - One who publishes, especially one who issues from the press and offers for sale books, periodicals, etc.

Read Shelves - arranging the books on a shelf in the correct order

Reference Book - A book, such as an encyclopedia or dictionary, used to obtain specific information quickly.

Reference Collection – Contains informational sources such as indexes, dictionaries, encyclopedias, statistical sources, atlases, almanacs, etc. as well as electronic databases

Renew - to extend the loan period of a book.

Reprint - A new printing, without alteration, from either a new or original set of type plates.

Reserve¹ - A book, periodical, video or other library material held for a library borrower.

Reserve² - Books and materials segregated and withheld from general circulation, particularly those needed for college or school required reading.

Resource-Based Learning - Using materials in a variety of formats to teach, illustrate, or support the curriculum concepts

Retrospective Conversion or Retrocon - The activity of converting a library's existing bibliographic records from printed catalog cards to an online database or from one automated system to another.

Revised Edition - A new edition containing changed material from the original text, sometimes with additions that supplement it and/or bring it up to date.

School Library - A library in an elementary or secondary public school, charter school or non-profit private school serving some combination of grades K-12. Some also serve pre-kindergarten (PK), or may be combined with a public library or branch.

School Library Media Center - Usually refers to the room in the school that houses the school library media facility

School Library Media Program - The integration of the services coordinated by the school library media specialist including but not limited to those within the school library media center.
School Library Media Specialist¹ (LMS) - A librarian who has a teaching certificate, teaching experience, and coursework or a Master's Degree in Educational Media or Library Science.
School Library Media Specialist² – The professional licensed school library media teacher with specialized training and education in the school library media profession.
School Library Paraprofessional or Paraprofessional - A person who works in a school or school library but does not have a degree in Library Media, and may not have a teaching degree. Term may also apply to public library staff with similar background.
Selection Policy - Formal statement guiding the identification of materials to be included in the school library media collection, and the school collection of instructional resources
Selection Tools - Established books, review journals, and other aids that are recognized by the library field as valid and reliable sources of information to assist the school library media specialist in the identification of resources.
Serial - A publication or work issued in successive parts, often at regular intervals. Includes periodicals, reports, newspapers, bulletins, etc.
Series - Separate, independent works issued, usually at different times, under a collective title.
Server¹ - Software that permits one computer to offer a service to another computer.
Server² - The computer that runs the server software.
Shelf List - A record of books in the library arranged in the order in which they stand on the shelf. Shelf lists may be computer-generated.
Shelf Reading - Checking books on the shelf for accurate arrangement.
Spine - The back of the book connecting the two covers, on which is usually found the author and title of the work.
Stacks - The space in the library equipped with shelving for the physical storage of the library's book, periodical and other collections.
Subject Heading - A word or group of words indicating a subject under which all material dealing with the same theme is entered in a catalog or a bibliography, or is arranged in a file. Sears List of Subject Headings is often used as the standard.
Table Of Contents - A list of chapter titles and other parts of a book, or of articles in a periodical, with references to pages where each listing begins. Also called contents.
Tag - Another word for a field in MARC Cataloging.
Talking Book - A book recorded on cassette or CD. Also called Audio Books or Books on Tape
Technical services - The assorted skills associated with preparing information resources for use by patrons, including cataloging and classification, database management, and other skills.
Title Page shows full title, author, publisher's name, city and logo. No page number on this page.
Uniform Resource Locater (URL) - A unique address or name used to identify and locate a Web site on the internet.
Union Catalog - A collection of library catalogs, or the items they contain, in a central location that can be accessed with one search.
Verso - the left-hand page of a book, usually with even-numbered pages. The copyright date of a book is found on the verso (back) of the title page.
Web - short for World Wide Web
Web Search - to use one of the hierarchical subject guides or search engines available from a Web browser to identify and retrieve information housed on the World Wide Web. A variety of search engines are available by clicking the browser's "Search" button; note that the search syntax used, the set of data being searched, and the retrieval parameters are different for each search engine
Web Site - a collection of interlinked documents on a Web server
Weeding - The systematic process involving removal of old or outdated materials from a library collection to make room for newer items. Weeding is an important process in maintaining a current and diverse collection for the community served by the library.
World Wide Web WWW - the set of information resources (or of the hypertext servers which house them) that can be accessed through tools such as Gopher, FTP, HTTP, telnet, USENET, WAIS, etc.
YA (Young Adult) – Is a common term for library users between the ages of 12 and 18.
YALSA -Young Adult Library Services Association; A division of the American Library Association.

Appendix

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Copyright and Educational Media Policy Agreement
Destiny Troubleshooting Sheet
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Instructional Material Grievance Procedure: Checklist for Citizen's Request
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Instructional Material Grievance Procedure: Materials Review Committee Checklist
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