

School District of Clay County

Green Cove Springs, Florida

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Superintendent of Schools

Library Media Policies and Procedures



Clay County School Board

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SDCC Vision/Mission/Beliefs

Vision

The School District of Clay County exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

Mission

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and promote individual responsibility.

Beliefs

1. We believe all students can learn and that it is the responsibility of the school district and all stakeholders to ensure that each child meets and/or exceeds his/her potential.
2. We believe that it is the responsibility of the school district to ensure all students graduate from high school with the academic and/or work force readiness skills that will provide each student the opportunity for admission into postsecondary education or to enter the job market equipped for personal and professional success.
3. We believe we must ensure equal access and opportunities for all children to utilize the latest in technology to enhance the learning environment and equip students with the technological skills that they will need to compete for jobs in a global world marketplace.
4. We believe all students and school personnel deserve a safe working and learning environment and we must develop and enforce high standards for behavior.
5. We believe in the on-going professional development of our teachers, support personnel and administrators and will provide relevant and engaging opportunities for professional growth.

Instructional Division Vision/Purpose

The purpose of the Instructional Division is to provide instruction that meets the individual needs of all students in preparing them to be productive in the global workplace and in acquiring applicable life skills.

SDCC Library Media Mission

The mission of the library media program is to use and provide services, resources, instruction, collaboration, and innovation to empower students and faculty to connect with ideas and information, become informed decision-makers, and life-long, information-literate learners.

What Everyone Needs to Know About Library Media

Instructional Support Services is the department in the **Instructional Division** responsible for administering the instructional Library Media Program throughout the district. An **Instructional Media Services Specialist**, sometimes referred to as the District Media Specialist, is available to help school media specialists and administrators utilize and strengthen school library media programs.

The **District Media Center** provides audio-visual materials for district employees and provides support for school library media programs.

At each school site, there is one or more certified **Media Specialist** and in most schools there is also a **Media Technical Assistant** to help students, teachers, parents, and other staff members utilize materials and develop skills necessary for lifelong learning.

A website is maintained at

http://www.clayschools.net/webapps/portal/frameset.jsp?tab_group_id=5851&url=%2Fwebapps%2Fblackboard%2Fexecute%2FcourseMain%3Fcourse_id%3D554481
as a “one-stop” site for library media resources.

Library Media Policies and Procedures incorporate the following statutes, guidelines and standards

- Florida School Statutes,
http://www.flsenate.gov/statutes/index.cfm?App_mode=Display_Index&Title_Req=est=XLVIII#TitleXLVIII
- School Board of Clay County
http://www.clay.k12.fl.us/school_board_policies.htm
- Southern Association of Colleges and Schools
<http://www.sacscasi.org>
- Florida Department of Education
<http://www.fldoe.org>
<http://www.fldoe.org/bii/curriculum/sss/>
- American Library Association
<http://www.ala.org>
<http://www.aasl.org>

Instructional Library Media and Standards

Library Media Specialists are professional educators who teach students information literacy and technology skills and partner with teachers on how to integrate these skills into the curriculum. Information literacy standards are embedded in content standards so no separate curriculum exists for the library media program. Additional standard and benchmark information can be accessed from the following sites.

<http://www.floridastandards.org>

<http://www.aasl.org/ala/mgrps/divs/aasl/guidelinesandstandards/guidelinesandstandards.cfm>

THE ROLE OF THE LIBRARY MEDIA SPECIALIST

1. Applies expertise in evaluation, selection, and acquisition of materials to meet the needs of the instructional program and variation of pupil, faculty, and community characteristics and interests.
2. Develops and implements policies and procedures for organization of the physical facilities, materials, and equipment to assure optimum accessibility.
3. Serves as full participating member of school Leadership Team, **reading leadership committee** and other school committees by applying knowledge of both educational principles and media technology to enrich the instructional program and support the educational goals of the school community.
4. Provides reading, listening, and viewing guidance for students and teachers and instills an appreciation for the knowledge acquired through the utilization of a variety of media.
5. Supervises supporting staff as assigned: media technical assistants, volunteers, student aides, etc.
6. Participates in implementing an appropriate public relations program designed to communicate the philosophy and goals of the media center to students, faculty, administration, and the community.

RESPONSIBILITIES AND DUTIES

1. Determines and applies suitable criteria for the selection of a broad range of print and non-print materials and the appropriate equipment.
2. Organizes materials and equipment using an effective online catalog system for easy accessibility, including an accurate inventory for accountability.
3. Organizes circulation procedures and schedules to insure optimum use of materials and equipment.
4. Instructs and encourages students and teachers to use materials, equipment, and production techniques effectively and contributes to the in-service education programs for teachers.
5. Analyzes, evaluates, applies, and instructs faculty and students in basic research procedures.
6. Contributes effectively to curriculum development.
7. Designates duties and trains support staff, recognizes strengths and weaknesses of the staff and assigns tasks accordingly.
8. Assumes accountability for spending of funds in all areas of media allocations.
9. Informs the faculty and administration of materials, equipment, innovations, research, and current developments in the field of instructional technology.

TECHNOLOGY AND THE MEDIA CENTER

Many duties related to technology are extensions of the duties of the school library media specialist. In regards to this matter, it is recommended that:

- The library media specialist interacts with the network serving the library automation system. Instructional and administrative networks fall outside the normal duties of the library media specialist.
- The library media specialist administers the closed-circuit television system and coordinates a daily or regularly scheduled school news program. Classes in television and video production fall outside the normal duties of the library media specialist.

SCHOOL LIBRARY MEDIA ADVISORY COMMITTEE

It is recommended that a School Library Media Advisory Committee be established. This committee shall consist of one person per grade level or department. The members of this committee will receive instruction annually by the library media specialist(s).

This committee may consist of:

1. Principal or principal's representative
2. Media specialist(s)
3. Teachers – at least one per grade level/department
4. Parents (at least two) or other representatives of the school community
5. Students (when appropriate).

This committee should meet at least twice a year.

The School Library Media Advisory Committee's activities may include:

- Assisting with book fairs and other community activities that strengthen or promote the media program
- Providing leadership in collaborative teaching
- Promoting resource-based learning
- Soliciting purchasing recommendations from other teachers and students
- Consulting recommended selection tools
- Recommending purchase priorities in light of available funds
- Communicating to all staff members school-wide priorities as recommended by the School Library Media Advisory Committee.

Library Media Center Scheduling

Each library media specialist should plan, in cooperation with the principal, a schedule which will provide optimum media services to all patrons. Whenever possible, a flexible access schedule is encouraged with the library media center open to all of the students and other patrons at all times. In addition, schools are encouraged to offer extended media center hours, especially for secondary students.

Library Media Center Hours

The library media center is expected to be accessible to all patrons before and after school hours. For those schools without extended hours, twenty to thirty (20-30) minutes before and after school hours is recommended. During this time, the library media technical assistant should be available for the circulation of materials; however, an exception would be made for those schools without a media technical assistant scheduled before and/or after school hours. The library media center should also be accessible to all faculty and staff during regular work hours. During those hours, the media technical assistant should be available to circulate materials. Again, an exception would be made for those schools without a media technical assistant scheduled during these times. The library media center should be open during the library media specialist's lunch and planning time unless a school does not have a full-time media technical assistant. The library media specialist and media assistant should have alternating lunches so one or the other can be available at all times. Library media specialists and media technical assistants should not be assigned duties which take him/her away from the library media center at times when it should be open for service. **The library media center is considered a duty station for both the library media specialist and the media technical assistant.** When meetings or personal emergencies make it necessary for the media technical assistant to be away, he/she should arrange with the principal for service during his/her absence.

The library media staff should work with the administration to ensure maximum access to resources, based on the policies of the current CCEA and CESPAs contracts. Planning times must often be flexible in order to provide collaborative time with teachers (ex. Preparing research activities, gathering materials, and developing standards based lessons) to accommodate the varying classroom schedules within the schools.

Access to Resources

It is considered a student's right to check out library books upon enrolling in a school. Permission is not required from parents or teachers for a student to check out print materials; therefore, schools should not send out "LETTERS OF PERMISSION" for library media privileges to be established. Acceptable Use Policy for Use of Networks and Telecommunications is included in the *Student Code of Conduct*.

Major barriers between students and resources are discouraged. Such barriers include: imposing age or grade level restrictions on the use of resources; limiting the use of interlibrary loan and access to electronic information; and charging fees for information in certain formats (i.e. DVDs).

COPYRIGHT POLICY

Infringement of copyright protection is a violation of federal law. The Clay County School Board complies with all federal copyright laws. It is the responsibility of each principal and library media specialist to inform the faculty and staff of current copyright laws concerning print and non-print materials. The library media specialist should document how the information has been presented to the school. The library media specialist is not a “copyright policeman.” Enforcement of copyright is the administrator’s responsibility.

Forms are available for off-air recording and videotaping. When completed, these forms should be kept on file in the library media center. Areas of concern are print and non-print materials such as videotaping, music, play production, workbooks, computer software, and duplication of copyrighted figures and other information from various sources (i.e. INTERNET). A copyright release should be obtained before any presenter or program is videotaped.

Each library media center has been furnished with *Copyright: A Guide to Information and Resources*, 3rd Edition, by Gary Becker, which will serve as a guideline when questions arise. Each library media specialist should read this guide and become familiar with its contents. The “Quick Reference” section at the beginning of this guide is extremely helpful in gaining an overview of the rights and limitations of use of copyrighted materials. The Clay County School District has permission from the author to duplicate small portions of the book for use within the individual school. In addition to Mr. Becker’s book, the following pages of this procedures manual should be carefully reviewed, as they contain information specific to Clay County School Board policies and procedures regarding copyright.

USE OF AUDIOVISUAL MATERIALS

Educators bear the responsibility for wise use of audiovisual materials (i.e. – videos, DVDs, laser discs, CDs, etc.). The following policies should assist the classroom teacher.

- All videos DVDs and laser discs must be previewed by the teacher before use in the classroom. All use of audiovisual materials, including instructional television, must be documented in lesson plans as part of an instructional objective. Best practices for using videos, laser discs, and DVDs limit viewing to sections which are relevant to instruction.
- As technology becomes more interchangeable and diverse, concerns regarding copyright violations and misuse increase. One absolute prohibition which must always be kept in mind is that videos and DVDs may not be used for entertainment or recreation unless public performance rights have been purchased from MovieLicensing.com or other licensing company. By copyright law, videos and DVDs labeled “For Home Use Only” cannot even be used for their cultural or intellectual value unless they are specifically related to a teaching activity. They must have a clear-cut instructional purpose, be used for face-to-face teaching activities only, and be documented in lesson plans.

- Films and filmstrips do not fall under these same copyright restrictions because of practices established well before the 1976 copyright revision. Films and filmstrips may be shown in schools as long as no fees are charged to viewers.
- All library media center videos, DVDs and laser discs must be screened before being placed on library media shelves. Audiovisual materials that are the property of a teacher or student must be cleared through the school Leadership Team before use in the classroom. The clearance is ONLY for the one teacher/team requesting it. Once the materials are approved, they may be used indefinitely by that one teacher/team.
- Clay County School Board policy dictates that at no time may rental videos or DVDs be used by schools, even if the rental store personnel signs a copyright release. Even the use of a rental video appropriate for instruction would be considered a contract violation.
- Additional media such as music, podcasting, power point presentations, web pages, etc; should also follow copyright guidelines. Individual teachers must be aware of copyright issues as they use these different types of media. For additional information refer to *Copyright: A Guide to Information and Resources, 3rd edition, by Gary Becker. Fair Use is not applicable to podcasting because the purpose is to distribute the unit as a whole new entity via the world wide web.*

CLOSED CIRCUIT TELEVISION TRANSMISSION

All videos, DVDs and laser discs broadcasted through the school closed circuit or media retrieval system must have closed circuit rights. Materials that are part of the school or district library media collections have closed circuit rights for face-to-face teaching activities unless labeled “No Closed Circuit Rights.”

At no time should a program be shown for recreation or reward unless public performance rights have been purchased with the item or from MovieLicensing.com. Schools that have purchased the yearly license from MovieLicensing.com may use programs for recreation or reward. If a license was not purchased, no materials in the school have public performance rights unless labeled “Public Performance Rights Purchased.”

An effort must be made for grade levels to follow the same guidelines with their grade-level collections. The library media specialist may offer advice and assistance to grade levels if they choose to obtain closed circuit rights for their materials.

When ordering new audiovisual materials, a statement should be written on the requisition stating that the material may be distributed through a closed circuit system within the same school facility for face-to-face teaching activities. At no time should a program of which the content is primarily of a dramatic or entertainment nature be shown through the closed circuit system UNLESS closed circuit rights have been obtained.

At no time should a program be shown through the closed circuit system if closed circuit rights have been denied.

Broadcast of donated materials is questionable UNLESS permission has been requested from the copyright holders, or the license from MovieLicensing.com has been purchased.

Audiovisual materials that are the property of a teacher or student must be cleared through the school Leadership Team before use in the classroom. At no time should these materials be shown through the closed circuit system, unless the school has purchased the annual license from MovieLicensing.com.

OFF-AIR RECORDING OF TELEVISION PROGRAMS

At the request of a teacher, the library media specialist may record a television program under the copyright guidelines outlined in Gary Becker's book *Copyright: a Guide to Information and Resources*, 3rd Edition. These programs must be from non-cable stations unless permission is given directly from the cable station. (Many educational programs are permitted limited taping rights on select cable stations. Refer to the guidelines specified in the monthly *Cable in the Classroom* periodical, or on their website:

<http://www.ciconline.org>.

Strict record-keeping should be followed to assure adherence to copyright guidelines and timely erasure of programs recorded off-air. The OFF-AIR RECORDING STATEMENT form included in this section should be used when taping off-air programs.

In addition, it should be noted that a teacher who requests a program be taped off-air has a one-time privilege to make such a request and cannot request that program again, no matter how many times it is broadcast. When the school tapes the off-air program, the teacher may show it once for instruction and then once again for reinforcement. After that, if the teacher wishes to use the program again, it must be purchased in order to be used.

STUDENT VIDEORECORDING/INTERNET POLICIES

Parents have the option to prohibit videorecording of their child and/or to prohibit their child's access to the Internet as stated in the Student Code of Conduct and/or Student Handbook.

As per the County's Networking Policy...

All Clay County students are permitted access to the Internet in our schools. The Clay County School District also encourages the sharing of outstanding student work and school activities throughout the learning community through photographs, videotapes, web pages, etc.

"Network users must adhere to strict guidelines known as Terms and Conditions for Use of Telecommunications and Networks that have been developed by the district committee and documented in the Procedures Manual for Instructional Technology.

A copy of the Terms and Conditions shall be distributed to parents and students in the Code of Student Conduct. A copy shall be distributed to district employees in the Employee Handbook.

If a district user unacceptably violates any of these provisions, future access to the network will be denied. In addition, serious violations may result in disciplinary action or legal action in accordance with Clay County policies.

Signature on the Code of Student Conduct acknowledgement or the Employee Network Responsibility Contract is an obligation to comply with the terms and conditions. Failure to return the acknowledgement or Employee Contract will not relieve a student, parent, or employee from responsibility to know the contents and will not excuse non-compliance.

The School District of Clay County is subject to Florida Statutes regarding public information."

As per the County's Videotaping of Students Policy...

"Many Clay County students have the opportunity of being videotaped or photographed at school or school activities. Some of these tapes or photographs may eventually air on Clay County School Board Channel 29 (an educational access channel), be utilized at local, state, or national conferences or workshops, shown on the school's closed circuit television system, or included in local news or the school's Internet web page. Outstanding work of students may also be displayed in the community, on the web page or incorporated into videotape. If you have an objection to your student's work being used for any of the above purposes, you must notify the school in writing within 48 hours of your receipt of this information." The library media specialist must be notified by the administrator in charge if a student is not allowed to be photographed or videotaped.

A parent's signature on the Code of Student Conduct acknowledgement page allows the child access to the Internet, as well as permission for the child to be photographed or videotaped during school activities. If a parent objects to either activity he or she must notify the school in writing within 48 hours of receipt of this information.

Parents and students only sign the Acknowledgement of Code of Student Conduct. There are no separate signature pages for other items.

Guidelines for School, Faculty, and Staff Web Pages **From Procedures Manual for Instructional Technology Services**

Rationale:

- School web pages are public documents welcoming the outside world to the school and linking students and staff to outside sources of information.
- Guidelines are required in the construction of school web pages to ensure that information on the pages is appropriate for any Internet user from around the world to access.
- Web pages should support the educational aims of Clay County Schools and be designed following national, state and local laws and policies.

In producing school web pages, the following goals should be considered:

- introducing outside visitors to the school and its program,
- sharing the school's successes with the world,
- linking users to good outside information resources.

Requirements:

- **Principal:** The school principal is ultimately responsible for content and review of the school web page.
- **School Webmaster:** Each school must have a school board employee who is designated as the school webmaster. The school webmaster is appointed by the principal on a voluntary basis.

The school webmaster shall follow these guidelines and submit content of the school web pages to the principal for approval. The school webmaster will be the only person at the school authorized to upload files to the server. All school webmasters coordinate efforts with the District Webmaster.

Faculty and Staff: Faculty and staff web pages will also adhere to these guidelines. The principal must be notified in writing of web addresses functioning as official school/teacher web pages. Official school/teacher web pages are those that identify the classroom, school, and/or district and must be approved by the School Leadership Team. Schools should concentrate on submitting material that reflects school activities, student work, special projects, or aspects of the community, which they serve. Be careful to provide meaningful content.

Volunteers: From time to time, school-associated organizations develop web pages to provide parents/students with relevant information. Volunteers developing these web pages should adhere to these guidelines and notify the principal, in writing, of such web pages that identify the school and/or district.

School Home Page: The school home page shall be located on the District server. The school's home page shall indicate the date of the last revision.

Content of Web Pages: The content of school web pages must be consistent with the educational aims of Clay County School District and adhere to national, state, and local laws and policies.

Pages should be checked for spelling and proofread before they are displayed. All work published on web pages should be free of spelling or grammatical errors. These guidelines also apply to all student work published on the web, as grade-level appropriate, and with a disclaimer stating that student names and pictures are not used together on the school web unless a parental release has been signed.

Communication Links: No web page content should allow people accessing the page to contact any student directly. Communication with respect to the content of any page must be directed either to the principal of the school or to the school webmaster. School home pages must include a mail to: link to the school webmaster.

Advertisements: School web pages may contain small acknowledgements of school partnerships or sponsorships. Web pages may provide links to partners or sponsors' web pages. These acknowledgements and/or links should be on one separate page. No paid advertisement can be accepted to be part of the school's web sites.

External Links: All links connecting to external sites are subject to final approval by the school principal. No documents may contain objectionable material or links to objectionable material as stated in Clay County Acceptable Use Policy. External links should open in separate windows.

Link to Board Page: The main school page must include a link to the Clay County School District home page: <http://www.clayschools.net>.

Identification of Students: Local, state, and national laws govern release of student information. Student grades cannot be published with student names. An alias identification must be developed. This identification cannot be social security numbers or the student identification number.

A student's name with his/her picture is not to appear on a school web page for any reason.

Do not include a student's full name, home address, phone number, or full names of family members.

Documents should not indicate the physical location of a child at a specific time.

A map of the school facility will not be included.

Filenames for pages and images should be checked to ensure that students' names do not appear there, e.g. marysmith, gif, jimpaul, html.

Personal Home Pages: Personal home pages for students are not permitted. Students may create "content" pages under their instructor's supervision, but not personal pages about themselves.

Linking the school website to a student's or staff member's personal page on an external site is not permitted.

Respecting Copyright: Copyright must be respected. The author of the web page must not use copyrighted materials without permission.

Style Guide: The following items are suggestions – not mandatory, but recommended:

Do not use "Under Construction" signs on a home page as it may remove your site from major search engines; construct the page before placing it on the web. If "Under Construction" graphics are necessary, please do not keep them on any page longer than four weeks.

The date of the last update to the home page should be clearly identified for page viewers.

Images should be displayed with width and height set. Large images should be avoided. Use thumbnails when available.

Pages should accommodate a variety of browsers, including text-only browsers. Be sure to specify an <ALT> tag for graphics. Avoid making pages that require unusual plug-ins.

Pages should be checked for spelling and grammar. They should also be proofread before being displayed.

Internal documentation should be contained in the source code. It should consist of the author's name (teacher's name may be more appropriate if author is a student), and creation and revision dates. Any unusual content or styles should be noted.

Facilitate travel through your web pages. Provide hypertext links wherever possible. Keep URL's as simple as possible.

Do not use spaces in file names.

The TEACH Act

The TEACH Act became law in late 2002. Its purpose is to increase the rights of educators. It is important that educators understand and follow copyright laws and guidelines. Familiarity with the Teach Act is important for educators.

Please refer to the following websites for explanation and frequently asked questions concerning The Teach Act:

<http://www.ala.org/ala/issuesadvocacy/copyright/teachact/index.cfm>

<http://www.ala.org/Template.cfm?Section=distanceed&Template=/ContentManagement/ContentDisplay.cfm&ContentID=25939>

http://www.usg.edu/legal/copyright/teach_act.phtml

<http://www.utsystem.edu/OGC/IntellectualProperty/teachact.htm>

<http://www.copyright.com/media/pdfs/CR-Teach-Act.pdf>

What Media Specialists and Administrators Need to Know About Library Media

Collection Development

The primary objective of each school's library media program is to enrich, extend, and support the instructional program of the school. The school library media program makes available a wide range of media on varying levels of difficulty with a diversity of appeal compatible with the different needs, interests, and viewpoints of students and teachers.

The library media specialist shall follow district policies. The library media specialist should become familiar with the various sets of standards, particularly those at the national, state, and regional levels that bear directly on the school media program. When building a collection, the library media specialist should exercise good judgment and a thorough knowledge of all variables that influence selection: curriculum, students, faculty, the community, existing collection, bibliographic and reviewing tools, media, and budgeting.

A carefully organized media collection development plan will result in curriculum-based materials that represent a diversity of experiences, opinions, and cultural perspectives.

In addition to supporting the School Library Bill of Rights, the school library media program should reflect the following:

1. Media shall be appropriate for the subject area and for the age, emotional development, ability level, and social development of the students for whom the materials are selected.
2. Media shall be evaluated for its strengths rather than rejected for its weaknesses.
3. Specific curriculum objectives may be achieved by providing biased or slanted media.
4. Special consideration is given to treatment of the following elements: religion, ideologies, sex education, sex, profanity, and science.
5. Acceptance of gifts of media shall meet the same selection criteria and procedures as purchased media. Their acceptance, along with the understanding of their use or disposition, will be determined by the same persons having the responsibility for acquisitions.

Collection development is a continuing process which shall include the removal of media no longer appropriate and the replacement of lost and worn materials still of educational value.

SELECTION

Materials should be selected by the library media specialist considering recommendations from students and faculty. These materials should support the school's curriculum and contribute to the learning goals of teachers and students. Top priority should be given to companies that support full MARC records. Selections should include a wide variety of materials, both print and non-print. Gifts will be utilized at the discretion of the library media specialist based on the selection criteria for new acquisitions. Collections should include all top award books according to grade levels (Caldecott, Newbery, Sunshine State Young Readers Award, Florida Reading Association Award, Florida Teens Read, etc.) Titles considered classics should also be included in the collection.

All library media centers share four basic goals:

- To meet the needs of students and teachers for curriculum-related materials
- To fulfill students' interests for recreational reading
- To provide teachers with professional information
- To provide access to the human and material resources of the community.

The interests of young people are not limited by subject, theme or level of sophistication. Library media specialists have a responsibility to ensure that young people have access to resources and services that reflect diversity sufficient to meet their needs.

Although orders for materials are placed a few times each year, selection occurs daily. The process of selection becomes active each time a reference question raised in the library media center cannot be answered with available material on a subject.

General Guidelines

While perspectives from a variety of persons and sources in selecting media are encouraged, the library media specialist knows the holdings of the library media center and has the responsibility to maintain a balanced collection. Library media specialists may also catalog and inventory all media ordered by the school, excluding textbooks, regardless of the originator of the order.

In order to implement, enrich, and support the educational programs of the school and community, the library media center should provide maximum access to its materials for use in school and at home.

The library media center is only as effective as its usefulness. A center which is accessible to all and which has a wide variety of general and specific materials of print and non-print resources will encourage students to pursue inquiry, develop individual interests, enhance knowledge, and become lifelong learners.

Criteria for Selection

Media considered for purchase are judged on the basis of the following criteria:

Purpose – overall purpose and its direct relationship to instructional objectives and/or the curriculum

Reliability – accurate, authentic

Quality – writing and/or production of merit

Treatment – clear, comprehensible, skillful, convincing, well-organized

Technical production – aurally and visually appealing, well-crafted, up-to-date

Construction – durable, manageable, functional, attractive, well-packaged, safe

Special features – useful illustrations, photographs, maps, graphics, charts, graphs, documentation, sound, user-friendly

Possible uses – individual, small and large group instruction, in-depth study

Special Considerations

Religion – factual media which represent all major religions

Ideologies – factual information or philosophy which exerts a strong force in society

Sex education – factual information appropriate for the age group or related to the school curriculum

Science – factual information about medical and scientific knowledge

Profanity – use of profanity does not automatically disqualify a selection. Effort is made to exclude media using profanity in a lewd or detrimental manner

Sex – pornographic, sensational, or titillating material is not included, but the evidence of sexual incidents appearing in the media does not automatically disqualify its use.
(Reference Florida State Statute 233.165)

Effort should be made to keep the media current, comprehensive, and representative of rapidly developing instructional technologies.

Purchase of Library Media Materials

The school library media specialist, in collaboration with teachers and administrators, will:

1. Use recommended, professionally prepared selection aids when examination of materials is not possible.
2. Evaluate carefully and purchase expensive sets of media and items procured by subscription only as specifically needed.
3. Limit the purchase of duplicates to media that is used extensively.
4. Arrange, whenever possible, for examination of items to be purchased.
5. Purchase replacements for worn, damaged, or missing media basic to the collection.
6. Weed continuously from the collection worn, obsolete, and inoperable items. Emphasis should be on educationally useful items; *quality*, not *quantity*.
7. Coordinate all cable television, off-air broadcasting, and satellite television reception through the school library media center. Each school should determine a procedure for documenting copyright information needed, such as:
 - a. Person requesting
 - b. Date copied
 - c. Period of copyright duration.
8. Coordinate or establish procedures for documenting copyright, license, and use of all materials purchased, borrowed, or created.

Books

Books in the general collection include:

- All books ordinarily classified as part of the media collection;
- All cataloged paperback books, except those multiple copies used for intensive study of a given topic.

Books considered for purchase are judged on the basis of the following criteria:

- Overall purpose and direct relationship to instructional objectives
- Educational soundness
- Quality of writing, illustrations, and popular appeal
- Authoritativeness
- Timeliness and permanence
- Format, construction, and price
- Importance of the subject matter and relevance to real-life situations.

Paperbacks

Paperback books should be examined critically using the same criteria as outlined above for library books. They are available directly from publishers and/or hardcover and paperback book jobbers. A balance between hardcover books and paperback books should be maintained; if hardback copies cannot be obtained, paperback books can be substituted.

Some basic uses of paperback books are:

- To experiment with exploring new areas of reader interest
- To supply a variety and quantity of materials to special students
- To provide multiple copies
- To provide ephemeral material that has high, but short-term appeal
- To supply materials that may rapidly become outdated
- To supply materials unavailable in any other format
- To extend the curriculum
- To provide individualized instruction.

Classroom sets of paperback books should not be purchased with the library budget.

Audiovisual Materials

Audiovisual materials may be defined as any non-print material. These many different forms of material may be further divided:

- **Visual materials** include art reproductions, globes, and maps.
- **Audio materials** include compact disc recordings, cassette tapes, playaways, audio books, etc.
- **Projected visual materials** including DVDs and videotapes.
- **Computer software.**

Audiovisual materials should be judged by the following criteria:

- **Authenticity** – accurate, impartial, up-to-date
- **Appropriateness** – vocabulary concepts, date, relationships of media to subject
- **Scope** – content, concepts, communication
- **Interest** – credibility, stimulation, imagination, human/sensory appeal
- **Organization** – logical, balanced
- **Technical characteristics** – tone, clarity, focus, color, synchronization
- **Special features** – notes, guides, accompanying material
- **Physical characteristics** – ease of use, storage, durability

In selecting appropriate audiovisual materials, the library media specialist should consider emerging technologies and strive to keep the formats of newly purchased materials current with these advancements.

School staff wishing to use in their instructional program a video/DVD not owned by the school or the School District of Clay County must have the video/DVD approved by the school Leadership Team. The school's Leadership Team can approve the video/DVD only for individual use in one classroom, not for broadcast over closed circuit. See the Copyright section of this Procedures Manual for more details.

Periodicals

A periodical is a publication that contains current and up-to-date information and is published at stated intervals. The two types of periodicals that are used in the School District of Clay County are magazines and newspapers. School magazines may be held in storage for a length of time to be determined by the library media specialist, depending on space available for storage. Since the advent of online full-text periodical databases, the need for back print issues of magazines has diminished. Newspapers should provide local, state, and national coverage, and each library media center should subscribe to at least one daily newspaper with national and international scope. In addition, online databases, available to every student, teacher, and staff member of the School District of Clay County, provide easy access to periodicals and newspapers.

Periodicals and newspapers should be judged by the following criteria:

- Needs and purpose of the individual school
- Contribution to the general satisfaction of the readers
- Requests by readers
- Access to basic and/or expanded information
- General importance of the subject matter
- Quality of writing and format
- Reputation of the publisher
- Price vs. use.

Instructional Equipment

Instructional equipment may be classified as those hardware items purchased to be used with audiovisual software or for audiovisual production purposes. Selection of instructional equipment is based on current state and local contract items and prices. The Clay District Media Office will provide each library media center a copy of current district contracts as they become available. Additional contract information can be obtained from the Purchasing Department.

When completing purchase order requisitions, include the following information for each piece of equipment ordered:

- The contract number or the SDCC bid number
- The contract expiration date.

In order to select the most current and relevant materials on any topic, the library media specialist should review current selection aids on various areas of interest. The Library Media Organization in Blackboard will maintain a recommended equipment list to assist media specialists with decision-making.

COLLECTION MANAGEMENT FOR THE SCHOOL LIBRARY MEDIA PROGRAM

A focused, systematic, and curriculum-based approach to collection management is the core of a successful school library media program. To be successful, the program must be driven by curriculum needs and must offer immediate response to curriculum changes. Strong, collaborative relationships must exist between all school instructional staff to ensure that curriculum objectives, as well as individual needs are met.

Destiny, the School District of Clay County's automated library database, has made interlibrary loans of books a very easy way to accommodate patron needs and extend the school library media center's collection beyond four walls. However, interlibrary loans should not be used in lieu of a sound collection management program. If an item is requested by the same school library media center more than twice, the borrowing library media center should make an effort to purchase its own copy.

PROCESSING POLICY

To provide consistency among all Clay County school library media centers, the library media specialist is responsible for seeing that all print and non-print materials are processed according to county guidelines.

PROCESSING

General Information:

All library media centers within the Clay County School District are automated using the Follett union database, **Destiny**. There is a **Catalog** component in Destiny which uses local records, Alliance + and Z39.50 sources to locate catalog records. This section will address common processing procedures.

Books:

The Instructional Support Services Department recommends purchasing pre-processed books whenever possible. Most books will arrive from the vendor, publisher, or supplier either partially or completely processed, depending on cataloging specifications.

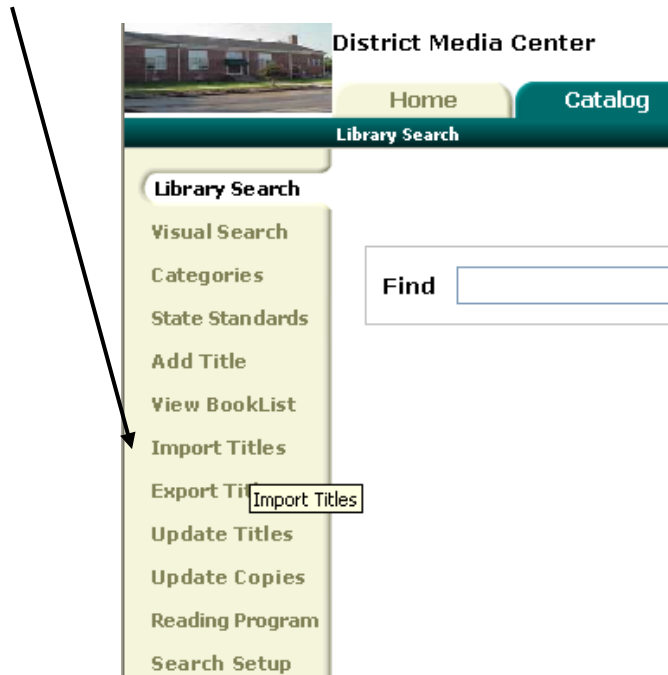
Check-In Procedures for Book Orders:

1. Check the packing slip against the contents of the order when it has been received to make sure everything on the packing slip has actually been received and is accurate.
2. Check items received off the purchase order.
3. Check binding, spine, print, and paging of each book for damage BEFORE processing.
4. Notify the bookkeeper of order arrival.
5. Stamp ownership:
 - a. Inside front cover
 - b. Center bottom of title page and "secret" page
 - c. Avoid stamping illustrations and text
 - d. Be consistent
 - e. Stamp edges of books on all three sides.
6. Apply barcode and barcode protector to item IF this was not done by vendor.
7. If you have a security system, install security strips.
8. Reinforce paperbacks.
9. Reinforce plastic jackets if needed
10. After you have completed steps 1 – 9, the book is ready to be shelved.

Cataloging Procedures for Vendor-Processed Books:

If books arrive processed:

1. Scrutinize the order carefully and separate out any books that should be REFERENCE books or PROFESSIONAL books. Label them with a sticky note – their copy records and their call number labels will need to be changed.
2. MARC records for your new books may be sent in one of two ways:
 - a. CD-Rom disk
 - b. E-mailed to you
3. To analyze MARC records, go to **Catalog** in **Destiny** and click on **Import Titles**:



4. You will have several choices on the next screen; these are the automatic defaults. You can just leave them as they are:

Title Matching

- Let records without standard numbers match based on titles, etc. [?](#)

If an incoming title matches an existing title:

- Replace the existing title if the incoming title is better [?](#)
- Skip the incoming title

Copy Matching

- Skip the incoming copy if its barcode matches an existing copy's barcode
- Replace the existing copy with the incoming copy if the barcodes and the titles match
- Always add the incoming copy record and assign it the next available barcode

Starting Barcode

[\[Follett Classic\]](#)

- Assign next barcode

If you have an **ENTIRE** order of **reference** books or **professional** books, change this dropdown menu to that particular circulation type. **Regular** should be the default.

Assign Copy Information

If missing, assign the following information to each copy that is added or replaced:

Circulation Type	Regular	+ Assign
Categories	Reference Regular	
Sublocation	<input type="text"/>	
Vendor	<input type="text"/>	
Funding Source	<input type="text"/>	

Now you're ready to locate your new MARC records and preview them:

Import File

Add the titles in the import file to my BookList.

Limit the Job Summary details to errors and warnings (clear this option for a record of every title and copy in the import file).

If your MARC records are on a CD-Rom, you will **Browse** for the name of your CD drive; if they are in your e-mail, you will need to save them to your desktop and **Browse** for your desktop files. The file should be "**Microlif.001.**"

Now click on **Preview** to take a look at your copy records **BEFORE** you import them. If you see problems, make a note of them so that you can correct them after you import the file.

5. After the records have been previewed, click on **Import** to import them into your Destiny collection.

Import File

Add the titles in the import file to my BookList.

Limit the Job Summary details to errors and warnings (clear this option for a record of every title and copy in the import file).

6. Go to **Back Office/Job Manager** in Destiny, and click on the **View** link for your import; you will **ALWAYS** have a report of some kind about your import. Unless your import fails, don't worry about this report.

Job Title Import
Site District Media Center
Started 10/11/2005 2:00 PM
Import Green.001
File

Options Skip the duplicate copies - Replace the existing title if the incoming title is better - Limit the Job summary details to errors and w
Records must contain the same LCCN, ISBN, or ISSN and the same title - Assign Circulation Type 'Regular'

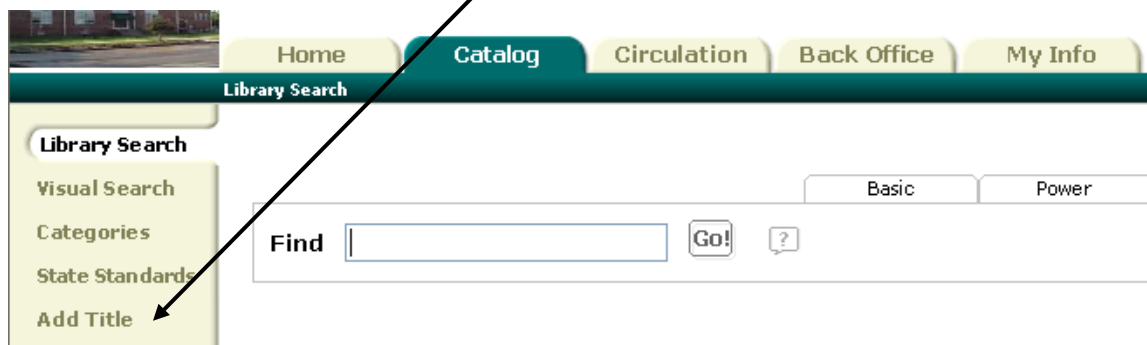
Summary Read 3 Records:

- Added 3 Title(s) (0 with warnings)
- Added 0 Copies (0 with warnings)
- Replaced 0 Duplicate Title(s) (0 with warnings)
- Skipped 0 Duplicate Title(s)
- Skipped 0 Duplicate Copies
- Skipped 0 Invalid Copies
- Skipped 0 Invalid Record(s)
- 0 Error(s)
- Readied 0 hold(s)

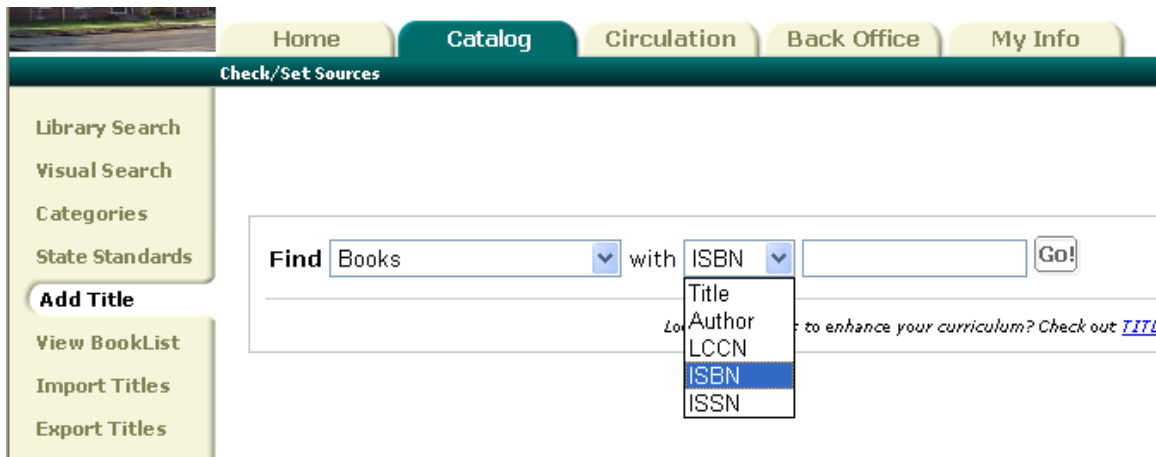
7. If you have **REFERENCE** or **PROFESSIONAL** books, call up the copies for these books and change the call number if necessary; make a new spine label for these books.
8. Apply the spine labels and the label protectors.
9. Stamp the library name as outlined in **Cataloging Procedures**.
10. Tape book jackets and reinforce paperbacks if not done by the vendor.
11. If there is a security system, insert security strips.
12. Let the teachers know about the new books.
13. Display the new books and invite students to check them out.

Cataloging Procedures for Unprocessed Books:

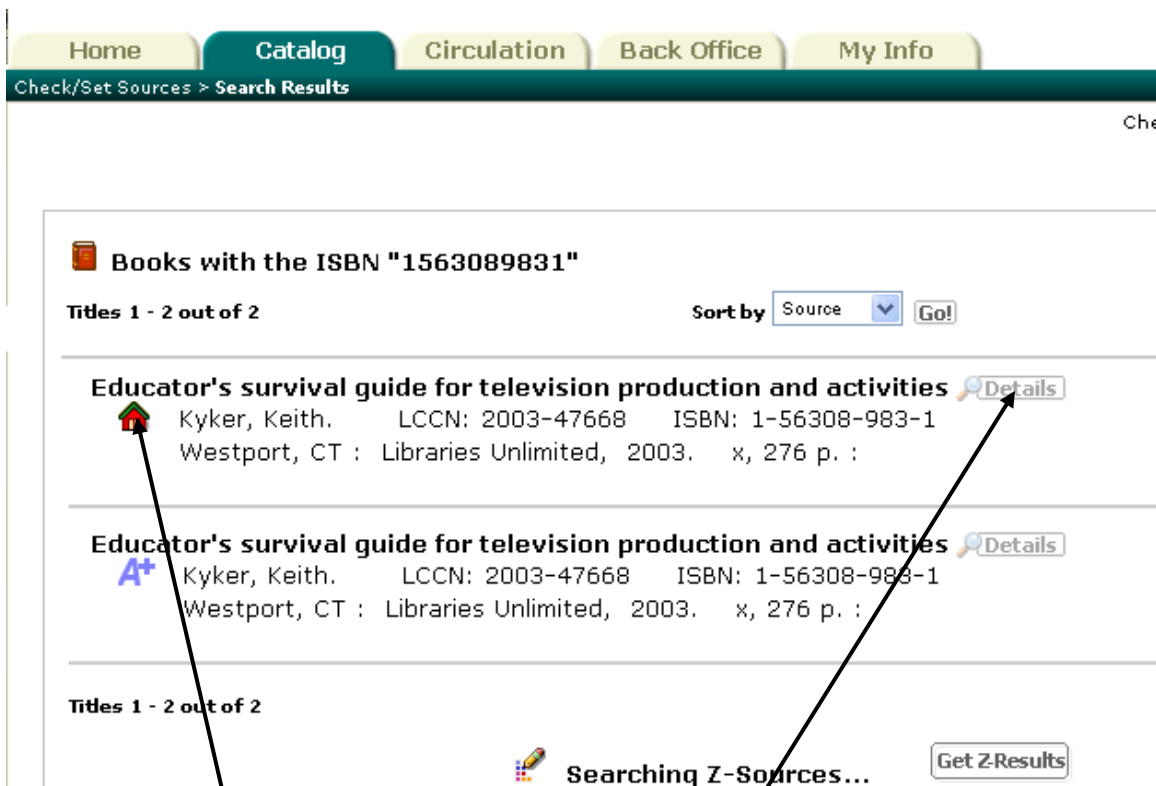
1. Follow general **Check-in Procedures** if books were ordered without processing.
2. In **Destiny/Catalog**, choose **Add Title** from the menu:



3. There are several different ways to search for a record for your book. The drop-down menu lets you choose Title, Author, Library of Congress Control Number, International Standard Book Number, or International Standard Serials Number (rarely used & only for magazines and journals).



- Click on “Go” to search for your record. Here are the results searching for ISBN 1563089831:



The **red schoolhouse** indicates that there is already a record for this book in Clay County’s Destiny database. **ALWAYS USE THE CLAY COUNTY RECORD IF ONE IS AVAILABLE.** Click on **Details** to view the record.

5. Click on **Add Copy** to add this book to your library media center:

PRO 621.388 KYK
Educator's survival guide for television production and activities
 Keith Kyker, Christopher Curchy.

There are no local copies of this title.
 2 of 3 copies are available off-site. [See all...](#)

Presents practical guidance for television production teachers, covering selection criteria for video and audio equipment, equipment funding, nonlinear digital video editing, school news show production, and other related topics, and provides several student activities.

Show More

Publication Info

Published Westport, CT : Libraries Unlimited, c2003.
Format x, 276 p. : ill. ; 26 cm.

Actions: [Edit Title](#), [Duplicate I](#), [Add Copy](#), [Edit Quiz Inf](#), [BookList I](#), [Hold It!](#)

6. Add the book's **barcode**. **ALWAYS CHECK THE CALL NUMBER TO MAKE SURE IT IS CORRECT. THERE SHOULD BE NO SLASH, AND EXTEND NO MORE THAN 3 PLACES BEYOND THE DECIMAL POINT** (except in secondary libraries). The correct call number is 621.388 KYK.

How do I add or edit a copy

Educator's survival guide for television production and activities
 Author Kyker, Keith. Call Number from Title 621.388/6

*Barcode ?
 Assign next barcode

*Call Number 621.388/6 ?

Purchase Price ?

Circulation Type Regular

Date Acquired 01/25/2005 ?

Status Available

* = Required Field

Categories ? [Update](#)

Notes ? [Add Note](#)

There are no notes for this copy

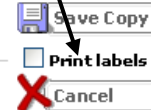
7. Now add the **price** and change the **circulation type** if the book is reference or professional.

8. After everything has been added to the copy, click on **Save Copy**; the book is now in the library media center's collection and ready to be checked out.

Educator's survival guide for television production and activities

Author Kyker, Keith.

Call Number from Title 621.388/6



*Barcode 12345

Assign next barcode

*Call Number 621.388 KYK

Purchase Price 35.99

Circulation Type Reference

Date Acquired 10/25/2005

Status Available

* = Required Field

Categories

Update

Notes

Add Note

There are no notes for this copy

9. If a title is not in Clay County's Destiny database, **Alliance +**, a Follett database containing thousands of catalog records, probably will have the record. **Alliance +** records are denoted with the blue **A+**. Click on **Details** to look at the record:

A+ **A celebration of sisters** [Details](#)
 LCCN: 98-194640 ISBN: 0-8362-3633-5
 Kansas City [Mo.] : Andrews McMeel, 1997. 127 p. :

10. Click on **Add Copy**:

A+ This record is from Alliance Plus Online

A celebration of sisters
 edited by Mary Carnahan ; illustrated by Antonia Manda.

Show More

Publication Info

Published Kansas City [Mo.] : Andrews McMeel, c1997.
 Format 127 p. : col. ill. ; 58 mm.
 LCCN 98-194640
 ISBN 0-8362-3633-5

Title Details MARC View

Save Title

Add Copy

Publication Info

Top

11. Add copy information for the book and click on **Save** for checkout.

Copy; It is now ready

How do I add or edit a copy [

A celebration of sisters
Author edited by Mary Carnahan ; illustrated by Antonia Manda.

*Barcode 12346 ?
 Assign next barcode

*Call Number FIC CEL ?

Purchase Price 15.00 ?

Circulation Type Regular ▼

Date Acquired 10/26/2005 ?

Status Available ▼ ?

* = Required Field

12. If Destiny cannot find a title record in Clay County or in Alliance +, it searches **Z39.50** sources; these sources are databases such as The Library of Congress, Canada Ami, National Libraries of Scotland and Wales, etc. This search is VERY slow, and it is designated by this symbol:



If the title is found in a Z39.50 source, a _____ e same way as the previous two copies were done.

13. IF A TITLE RECORD ABSOLUTELY CANNOT BE FOUND IN CLAY COUNTY, ALLIANCE+ OR Z39.50 SOURCES **after you have searched by title and by ISBN and/or LCCN, ONLY then can you do original cataloging. Original cataloging is discouraged.** Please call Kathy O'Brien at extension 5900992 or the District Media Services Specialist at 5900991 **before** you try original cataloging for the first time.

14. Apply barcodes, barcode label protectors, and spine labels to books.

15. If there is a paper dust jacket, cover it with mylar and tape it to the inside covers of the book. Reinforce paperbacks.

16. Stamp the school name in designated areas.

17. Add security strips if there is a security system.

18. Let teachers and student know the books are available for checkout.

Original Cataloging for Books in Destiny:

1. There are two ways of entering original cataloging information for books in Destiny. The first is the **Brief Record** method. **THIS INFORMATION MUST BE TAKEN ONLY FROM THE TITLE PAGE AND THE VERSO OF THE TITLE PAGE – NEVER CATALOG A TITLE FROM THE COVER!!**

District Media Center Current user: Angie Sapp [Logout](#)

[Home](#) [Catalog](#) [Circulation](#) [Back Office](#) [My Info](#)

Check/Set Sources > Search Results > **Add Title** How do I add or update title information

[Brief Title](#) [Series/Notes](#) [Subjects](#) [Resources](#) [Added Entries](#) [MARC Form](#)

Title Information

* Title ?

Subtitle ?

Authors ?

Edition ?

Standard Numbers

LCCN ISBN ISSN

Material Type ?

Author [FindHeading](#)

Name ?

Dates ?

Publication Information

Place ?

Publisher ?

Date ?


Physical Description


Extent ?

Other Details ?

Size ?

* = Required Field



Click on Save Title: 

2. After you click on **Save Title**, your title will appear; now you need to add a copy to add your local barcode, call number, and other local information:

District Media Center
Current user: Angie Sapp [Logout](#)

Home Catalog Circulation Back Office My Info

Library Search > Search Results > Browse Search > "Strange but true"

Library Search

Visual Search
Categories
State Standards
Add Title
View BookList
Import Titles
Export Titles
Update Titles
Update Copies
Reading Program
Search Setup

Title Details []

► Title Details MARC View Copies

Strange but true : mysterious and bizarre people
Thomas Slemen.

There are no local copies of this title.
There are no off-site copies of this title.

Show More ▾

Publication Info

Published New York : Barnes & Noble, Inc, 1998.
Format 394 p. : il. ; 15 cm. x 21.5 cm.
ISBN 0-7607-1244-1

Top

BookList It
Hold It!

Edit Title
Duplicate It
Delete Title
Add Copy
Edit Quiz Info

3. If you have made a mistake in your original cataloging, call the District Instructional Media Services Specialist (x5900991) or Media Technical Assistant (x5900992) to have the mistake corrected; you do not have access to the **Edit Title** function.
4. The second method used for original cataloging is the MARC record. It looks very difficult, but if you learn a few basic MARC tags, it's not so hard.
5. Click on **Add Title** in the Destiny menu; search for your title, then click on **Nothing matches? Add the title**, then on **MARC format**:

Nothing matches? [Add the title](#)

► Brief Title Series/Notes Subjects Resources Added Entries **MARC Format**

Title Information

* Title ?

Subtitle ?

Authors ?

Edition ?

6. This MARC worksheet will now be displayed:

The screenshot shows a MARC worksheet interface with a top navigation bar containing tabs: Brief Title, Series/Notes, Subjects, Resources, Added Entries, and MARC Format. Below the navigation bar, there is a 'Material Type' dropdown menu set to 'Book (monograph)' and an 'Add Tag' button. The main area displays a list of MARC fields with their respective tags, leader codes, and subfields. Each field has a 'Delete' button. A red arrow points from the text below to the '0' subfield of the 245 field, and a black arrow points from the text below to the '300' field.

Field Label	Tag	Leader	Subfields	Value	Action
Leader	000		nam a		
Gen Info	008		051128n	000 0 eng d	
LCCN	010		_a	Click to add content	Delete
ISBN	020		_a	Click to add content	Delete
Cataloging Source	040		_a	Click to add content	Delete
			_c	Click to add content	
Dewey Class Num	082	0 4	_a	Click to add content	Delete
ME: Pers Name	100	1	_a	Click to add content	Delete
			_d	Click to add content	
Title	245	1 0	_a	a new encyclopedia.	
			_b	Click to add content	
			_c	Click to add content	
Var Form of Title	246	3	_a	Click to add content	Delete
Edition	250		_a	Click to add content	Delete
Publication	260		_a	Click to add content	Delete
			_b	Click to add content	
			_c	Click to add content	
Phys Description	300		_a	Click to add content	Delete
			_b	Click to add content	
			_c	Click to add content	
Series: Title	440	0	_a	Click to add content	Delete

The numbers are called **Tags**; the information that goes in the tag is a **Field**. Fields have Subfields that ask for very specific information. **YOU DO NOT HAVE TO FILL IN EVERY BLANK FIELD OR SUBFIELD.** Click on the blue letters (subfields) to add needed information.

****BE SURE AR BOOKS ARE DESIGNATED IN CORRECT FIELD.**

1. Here is an example of a MARC record for a book:

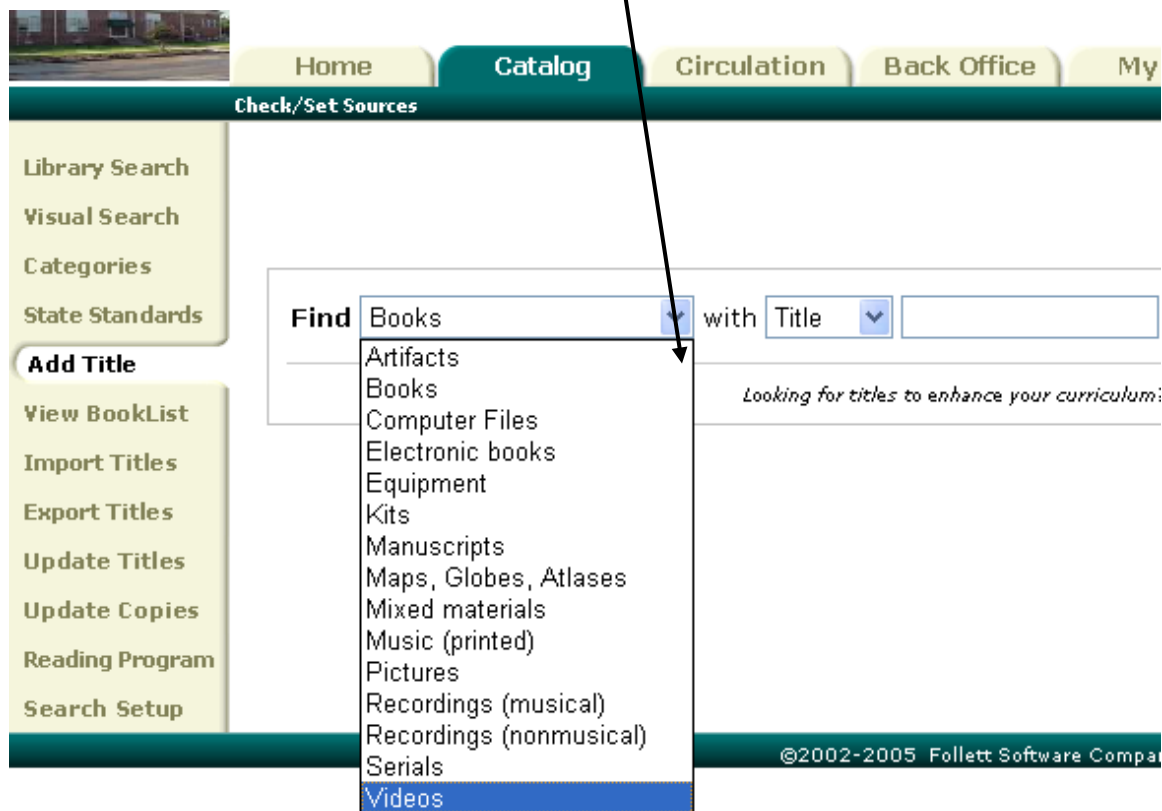
Added: 11/28/2005

Field	Value
Leader	000 nam a
Contr Num	001 236320
Date & Time	005 20051128101531.0
Gen Info	008 051128s2003 000 0 eng d
ISBN	020 _a 0439317541
Dewey Class Num	082 0 4 _a 372.34
ME: Pers Name	100 1 _a Robinette, Michelle.
Title	245 0 0 _a 80 internet mini-scavenger hunts / _c by Michelle Robinette.
Publication	260 _a New York : _b Scholastic Professional Books, _c 2003.
Phys Description	300 _a 48 p. : _b il. ; _c 25 cm.
General Note	500 _a 80 reproducible activity cards that help kids build Internet research skills as they find fascinating facts in social studies, science, math, and language arts - Cover.
Summary Note	520 _a Kids will be motivated to find answers to intriguing questions when you send them to the Internet to complete these scavenger hunts. Integrate technology into your teaching and boost students' Internet searching skills.
Subj: Topical	650 7 _a Computer literacy. _2 sears
Subj: Topical	650 7 _a Internet _x Study and teaching. _2 sears

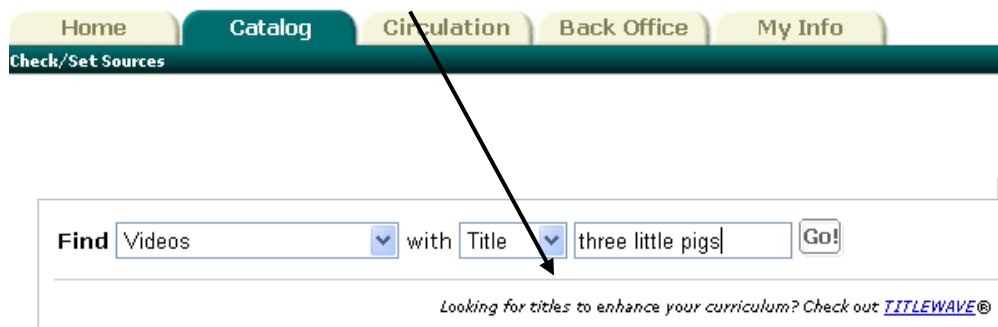
8. Click on **Add Copy** to add your local information such as Call Number, Barcode, and Price.

Processing AV materials in Destiny:

1. Preview, stamp school name, and barcode the AV materials for inventory control.
2. Go to **Destiny/Catalog** and click on **Add Title**.
3. On the drop-down menu, choose the kind of AV material you are processing:




4. Because AV materials often do not have ISBNs and have no LCCNs, search by **Title** for your material if there is no ISBN.



5. There can be many different versions of AV materials, as well as duplicate titles; be very careful that the title records are correct when adding AV materials:

The Three little pigs [Details](#)

 Gaylord Television Entertainment ; Platypus Productions ; produced by Bridget Terry and Frederic S. Fuchs ; directed by Howard Storm.
Livonia, Mich. : CBS/Fox Video, 1985. 1 videocassette (51 min.) :

The Three little pigs / Weston Woods release ; produced by Paul R. Gagne ; directed and animated by Virginia Wilkos ; from the book by James Marshall. [Details](#)



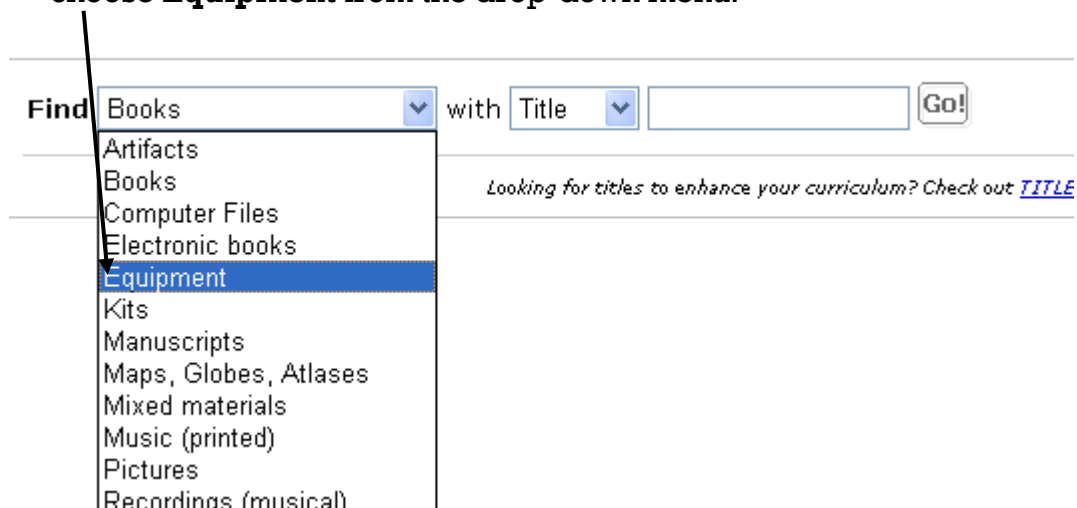
6. To add a title record or copy, follow the procedures listed above for adding books.

Processing Equipment in Destiny

1. MARC records cannot be purchased for equipment; equipment records must be produced by original cataloging UNLESS a record that can be used is already in Destiny.
2. When searching **Destiny/Library Search** for equipment records, be very specific: use **overhead projector Elmo** in keyword search if that's the equipment you're cataloging. Search all Clay County records in Destiny, not just one school. There should be one record in Destiny for each type and specific model of equipment; all examples of that one type and model will then be attached to the record. IF YOU HAVE 10 IDENTICAL PIECES OF EQUIPMENT, DO NOT CREATE 10 DIFFERENT RECORDS. Create one record and attach 10 copies to it IF there is not already a record in Destiny. If a record has already been created (if you find it already in Destiny), attach copies to that record.

SEARCH ALL SCHOOLS IN DESTINY/LIBRARY SEARCH BEFORE YOU CREATE AN ORIGINAL RECORD.

3. When creating an original equipment record in **Destiny/Catalog - Add Title**, choose **Equipment** from the drop-down menu.



The screenshot shows a search interface with a 'Find' label on the left. A dropdown menu is open, listing various material types: Artifacts, Books, Computer Files, Electronic books, Equipment (highlighted in blue), Kits, Manuscripts, Maps, Globes, Atlases, Mixed materials, Music (printed), Pictures, and Recordings (musical). To the right of the dropdown is a search box containing the word 'Title' and a 'Go!' button. Below the search box, there is a link: 'Looking for titles to enhance your curriculum? Check out [TITLE](#)'.

4. Right now this search will bring up any palmcoders of any brand in all of Clay County Destiny records:

Find with Looking for titles to enhance your curriculum? Check out [TITLEWAVE®](#)

5. There are no matches, so click on Add the Title to create an original record:

Equipment with the Title "Palmcorder" Nothing matches? [Add the Title](#)

No matches so far...

Searching Z-Sources...

Find with Nothing matches: [Add the Title](#)

Looking for titles to enhance your curriculum? Check out [TITLEWAVE®](#)

6. There are two different ways to enter original cataloging information in Destiny. The first is the **Brief Title** entry. This includes the bare minimum of information needed to access the equipment when searching:

District Media Center
Current user: Angie Sapp

Home
Catalog
Circulation
Back Office
My Info

Check/Set Sources > Search Results > Add Title
How do I add or update title information?

- Library Search
- Visual Search
- Categories
- State Standards
- Add Title
- View BookList
- Import Titles
- Export Titles
- Update Titles
- Update Copies
- Reading Program
- Search Setup

▶ Brief Title
Series/Notes
Subjects
Resources
Added Entries
MARC Forma

Title Information

* Title

Subtitle

Authors

Edition

Standard Numbers

LCCN ISBN ISSN

Author

Name

Dates

Publication Information

Place

Publisher

Date

Physical Description

Extent

Other Details

Size

* = Required Field

Much of this information does not pertain to equipment records.

Filling in the necessary blank spaces will automatically put the information into MARC format after the record is saved.

7. The second method of original cataloging is **MARC Format**. Here is an example of a MARC Format record for a mini-DV Palmcorder:

The screenshot shows a library catalog interface with a navigation bar (Home, Catalog, Circulation, Back Office, My Info) and a breadcrumb trail (Check/Set Sources > Search Results > "Palmcorder, mini DV"). The record is displayed in MARC View. The record data is as follows:

Field	Value
Leader	000 nrm a
Contr Num	001 236321
Date & Time	005 20051128102811.0
Gen Info	008 051128n nnn rneng d
Title	245 0 0 _a Palmcorder, mini DV _h [realia] : _b Panasonic PV-DV 103.
Edition	250 _a Model PV-DV 103.
Publication	260 _a Secacus, N.J : _b Panasonic Corporation of North America, _c [20--]
Phys Description	300 _a 1 digital camcorder : _b silver and black ; _c 2.6" W x 3.4" H x 4.9" D.
Summary Note	520 _a Serial number AJ-6103826. CCB # 1003726.
Subj: Topical	650 7 _a Camcorders. _2 sears
Subj: Topical	650 7 _a Mini DV Camcorders. _2 sears

On the right side of the record, there are several action buttons: Edit Title, Duplicate It, Delete Title, Add Copy (highlighted with an arrow), Edit Quiz Info, BookList It, and Hold It.

8. Now click on **Add Copy** to add your local information: Call Number, Barcode, and Price.

CIRCULATION

BOOKS

Regular Books:

All regular collection books should have a unique barcode affixed.

Length of the loan period and the number of books that may be checked out by an individual borrower should be as flexible and liberal as possible. A one-week loan satisfies most needs at the elementary level. Two-to-three weeks seems best at secondary level. Some curtailment may be necessary when collections are small and demand is heavy; however, when the collection reaches numerical adequacy, restrictive loan policies should be dropped and replaced with others that more closely match user needs.

***Remember** to reflect the true usage of your media center by scanning all items that are used in your media center daily for instructional purposes, (books, encyclopedias, periodicals, read alouds, videos, close circuit, etc.).

Reference Books:

When the “R” or “Ref” is above a classification number, the book is a reference book. Reference books may be used in the library media center and taken from the library media center for overnight or short-term loans. Books with the “R” or “Ref” designation are shelved together in the library media center’s reference area. Reference books should be given a separate loan type to indicate short-term checkout.

Reserve Books:

A teacher may ask for certain books or materials to be placed on reserve in the library media center for a unit of study.

Procedures for circulating reserve books:

1. Receive request form. Pull books and materials for reserve.
2. Place the items on reserve under the teacher’s name.
3. Print three reserve lists: one for the teacher, one for the library media specialist, and one to post on the shelf or cart where reserved materials are held.
4. Have students use the reserve materials *in the library only* or loan for overnight as the teacher requests.

When a student or teacher requests books that are currently in circulation, a hold is placed on the item in the computer. A notice is generated by the computer when the item becomes available.

OVERDUE, LOST, OR DAMAGED BOOKS

Students are encouraged to use and circulate materials. School policy and environment should foster this positive approach. However, overdue, lost and/or damaged materials may limit the effectiveness of the library media program and waste funds. The following suggestions may help alleviate this problem.

Overdue books:

An organized effort should be maintained to expedite the return of overdue books.

- Send notices to students at regular intervals; daily for reference and reserve materials, weekly for regular circulation
- Establish a contact person to reinforce notices. The homeroom teacher, first period teacher, English teacher, or other professional person is helpful since each student has contact with them every day.
- Overdue fines are discouraged. A student may be restricted from additional checkouts until the book is returned. If the student fails to return the book in a reasonable amount of time, the student should be charged for the book as a lost book. (reference lost books on page 128).

Lost books:

The problem associated with the loss of materials has escalated severely because of the high cost of replacements. For this reason, electronic security systems have been installed in the junior and senior high schools.

The following suggestions may help alleviate the problem:

- Allow students to check out anything in the collection to use overnight, even reference and reserve materials.
- Provide multiple copies and variety if funds permit
- Provide a copy machine for student/faculty use
- Limit the number of access/exit points for the center
- Supervise exits periodically to check that library media materials are properly checked out
- Place additional book returns around the building to provide more accessibility: front lobby, office, outside the library media center door, in the cafeteria, etc.

Students who lose books or materials should be charged the replacement cost of the materials. Library media specialists should notify an administrator if a student does not pay for the material in a reasonable length of time. An administrator may assign library-related community service in lieu of payment, leaving the assignment of the service to the library media specialist's discretion (i.e. cleaning tables, straightening library, shelving and straightening books, etc.). At no time should a student be restricted from checking out books for a period longer than three weeks. After that time period, an administrator should be notified.

Damaged books:

The following suggestions may help alleviate the problem of damaged materials:

- Educate students about the proper care of materials, especially during orientation
- Reward good behavior
- Maintain regular, attentive supervision of materials and students within staff limitations
- When possible, provide copying services to students and staff
- Consider ordering duplicate copies of materials: one to circulate and one for reference

Students are charged for damaged or lost books using the following guidelines:

Replacement Cost:

Books are lost or damaged beyond use (wet or defaced)

A numbered receipt must be given for money collected. The official numbered receipt books are to be obtained from the bookkeeper. Money received for damaged or lost books must be deposited with the bookkeeper daily. Money for a lost book must be refunded if the book is still in good condition when returned and it is returned during the same school year in which it was paid for. The barcode of the book being paid for should be written on the receipt for easier identification when refunding money. Check with your school bookkeeper for specific procedures for refunding money. Students withdrawing from school should be cleared by the library media specialist to insure that all materials are returned and fines are cleared.

AUDIOVISUAL MATERIALS

Building Level

Audiovisual materials may include, but are not limited to: DVDs, CDs, computer software, audio and video recordings, films, realia, kits, maps, globes, etc.

Clay County library media specialists adhere to the philosophy of free access as outlined in the “Access to Resources and Services in the School Library Media Program: An Interpretation of the Library Bill of Rights” offered by the American Library Association. In the ideal situation, all materials would be available to students with audiovisual materials circulated much the same as books, thus providing students with materials best suited to their learning styles. The library media specialist and the School Media Advisory Committee may decide that it is not practical, especially when considering the cost of materials and that students may also need to check out the equipment needed for viewing the materials. Library media specialists may use a variety of methods to provide accessibility: teachers using the material in their classroom, students being provided a place in the library media center to view and listen, and/or students having access to materials and equipment before, after, or during the school day when the student has free time, etc.

District Level

The District Media Center hosts Destiny Library Media Manager, an online booking system used to browse and book the several thousand videos, DVDs, cassette tapes, CDs, and professional books housed in the District Media Center. Media manager may be accessed from Destiny at your local school site once you have used your personal logon to Destiny.

PERIODICALS AND NEWSPAPERS

Current and past issues of periodicals and newspapers may be used in the library media center. The library media specialist may allow teachers to check out professional periodicals and journals for short periods of time.

INSTRUCTIONAL EQUIPMENT

School Staff Use

Based on needs and availability, instructional equipment may be assigned to school staff for extended loans. However, large, expensive items or those in short supply should be handled on a day-to-day basis from the library media center. A sign-up list may be maintained at the circulation desk. A sample form follows for overnight circulation by staff members. All equipment taken off campus must have the approval of the building principal.

For printable version click on hyperlink: [13418.pay.pdf - Equipment Check-out Agreement](#)

Student Use (Secondary)

All persons are encouraged to use equipment at the school. Requests for use at home or outside of school should be handled on an individual basis. When making the decision, consider the following:

- Needs of the instructional program
- Size, weight, and delicate make-up of item
- Cost of item
- Responsibility of borrowers
- Willingness of the borrowers or their parents to accept responsibility for damages that may occur.

**SCHOOL DISTRICT OF CLAY COUNTY
EQUIPMENT CHECK-OUT AGREEMENT**

School: _____ Property Number (If applicable): _____

Equipment description (type, manufacturer, model #, serial #):

Date(s) requested: _____ Reason: _____

Approved by: _____, Property Manager or Designee

Agreement

"In the event the above equipment should malfunction, I am to return it to the assigned Cost Center and notify the Property Manager immediately. I understand that I am responsible for any physical damage to any of the above equipment as a result of negligence, theft, or accident. I am also aware that I will be responsible for replacement of said equipment at the current market value. Furthermore, I agree to abide by all copyright laws pertaining to the usage of the above equipment." I verify that use of this equipment is for Educational/School Board related activities, and I will adhere to Clay County's policy on ethical standards."

I, _____, agree to the terms stated above. If checked out by

Parent, include student's name: _____.

(SIGNATURE OF BORROWER)

Date checked out: _____ by _____

Check-out condition: _____

Complete section below upon return of item and give Copy 1 to Borrower:

Date checked in: _____ by _____

Check-in condition: _____

Original: Property Manager Copy 1: Borrower (Check-In) Copy 2: Property Control Copy 3: Borrower (Check-Out)

PRO-1-3418 E 07/18/2009

RESOURCE SHARING

Teachers are encouraged to use the District Media Center audiovisual and professional book collections. Audiovisual materials and professional books are available for teachers to reserve via the Media Manager computerized system. The District Media Center collection is also available through DESTINY.

Teachers are also encouraged to expand their resources through DESTINY, SUNLINK, NEFLIN, the Internet, and subscription services (i.e.: Grolier, Gale, SIRS, eLibrary), and other telecommunications (i.e. Schultz Center).

DESTINY Interlibrary Loan Policies School Library Media Centers Clay County School Board

Purposes

- To provide equal access to library resources for all Clay County school students
- To expeditiously deliver interlibrary loan resources to participating school library media centers.

Borrowing School Responsibilities

- Requests for interlibrary loans may be transmitted using Destiny.
- Lending of multiple copies is at the discretion of the lending library.
- Library media centers are required to indicate copyright compliance for photocopied requests less than five years old. A school library media center may receive from another media center up to five copies per calendar year of articles published in a periodical title within the last five years. It is recommended that library media centers purchase subscriptions for periodicals where copying exceeds this copyright limit.
- Requests for transmissions of more than 10 photocopied pages should be reviewed carefully for academic usefulness. All requests should be made to the library media specialists.
- Reference materials should not be loaned. Copies of the requested information should be sent. If the amount is more than 10 pages, the item may be sent for a limited time to the library media specialists.
- Resources borrowed on ILL between Clay County schools are the responsibility of the borrowing library media center until received again by the lending library media center.
- Fees or costs associated with damages or loss are the responsibility of the individual patron. Clay County's established lost or damaged book/AV policies are to be followed for books damaged or lost by students or schools outside the School District of Clay County.
- A maximum loan period of two weeks is recommended for the use of resources. Renewals are permissible only at the discretion of the lending library media center.

Lending School Responsibilities

- Material sent in response to participating schools' requests will be supplied at no charge.
- One of the following responses should be made to the borrowing library media center before the end of the school day following the request.
 - Provide the requested material or
 - Send a negative reply. This will allow time for the material to be requested from another library media center.
- Although the district supports the lending of all library media resources, print and non-print, the lending library media center has the right of refusal if it conflicts with the curriculum needs of the lending library media center.

District Media Center Responsibilities

- The district staff will seek school input for evaluation of these policies, generate reports, and prepare recommendations for changes or enhancements.
- The district office will assist with any queries related to adherence to these policies

Statistics

- For district evaluative purposes and for Sunlink ILL reporting, library media centers are required to submit to the District Media Services Specialist the following information:
 - Number of items loaned
 - Number of items borrowed
- These totals will be reported to Sunlink by the District Media Services Specialist on the annual Resource Sharing Form from Sunlink.
- Statistics should be sent to the District Media Services Specialist during the last week of school for compilation.
- Copies of all transactions forms should be retained for evaluative and statistical purposes.

Adopted from the Florida Library Information Network Telefacsimile Policy and Procedures and the *FLIN Manual of Policies, Protocols, and Procedures*.

SUNLINK

SUNLINK is a statewide database of print and non-print materials available in the public school library media centers. Approved Internet sites are also available through SUNLINK. All public schools in Clay County are members of SUNLINK, a statewide database of books and audiovisual materials and must participate in the sharing of print materials through this service.

Interlibrary loans are “critical in providing needed resources or desired reading materials for their schools. Sharing via Interlibrary Loan helps all SUNLINK schools fill gaps in collections, provides needed services to users, and demonstrates LMS public relations prowess.”

“Any print or AV item in the SUNLINK database may be loaned out if the holding school has it available at the time of request and does not think that it might be in immediate demand in their own school. Schools should always follow their own local restrictions on loaning – for example, some schools do not loan any AV or reference items. That is fine. All SUNLINK schools should accept the spirit of Interlibrary Loan and make every effort to fulfill any request.”

SUNLINK Additions and Deletions are reported to SUNLINK by the District Media Services Specialist March 1st of each year. ***The number of interlibrary loans either loaned or borrowed during the school year by each library media center must be reported to SUNLINK by EACH LIBRARY MEDIA SPECIALIST in May of each year.*** SUNLINK will provide the form, or it may be downloaded and printed from the SUNLINK website.

For more information, visit the SUNLINK website:

<http://www.sunlink.ucf.edu>

TEXTBOOK POLICY

The library media center is **not** a depository for textbooks. State textbooks furnished to the students should not be stored in the library media center, nor should the library media specialist be charged with the responsibility of issuing them and collecting them at the close of the year.

The Library Media Specialist is not responsible for processing textbooks. The Instructional Materials Administrator is in charge of textbooks.

NEFLIN

- Northeast Florida Library Information Network
- Sharing of print materials
- In-service workshops
- Equipment/materials loan program

NEFLIN is a non-profit, multitype library cooperative. Established in 1992, [NEFLIN's members](#) include 540 public, academic, school, and special libraries located within our [20 county service area](#).

NEFLIN's Headquarters is located in Orange Park, outside of Jacksonville. The organization is managed by an executive director and is governed by the 9-member [Board of Directors](#), made up of elected representatives from member libraries.

Through grant funding and membership dues, NEFLIN provides members access to training and continuing education, resource sharing, research and development, partnerships for grant funding, leadership opportunities, and additional services through relationships with other organizations. In 2008, the \$1.1 million budget came from 37% in state grants, 33% in federal grants, 26% in other sources, and just 4% in member dues.

For more information, visit the NEFLIN website: <http://www.neflin.org>.

INTERLIBRARY LOAN CODE FOR THE NORTHEAST FLORIDA LIBRARY INFORMATION NETWORK

Approved by Committee: January 21, 1994

This code is a voluntary agreement adopted by the Northeast Florida Library Information Network (NEFLIN) to govern interlibrary lending among libraries in the Northeast Florida area.

INTRODUCTION

Interlibrary loan service is essential to the vitality of libraries of all types and sizes as a means of greatly expanding the range of materials available to users. Lending between libraries is in the public interest and should be encouraged. This code is intended to make interlibrary loan policies among those libraries adopting it as liberal and as easy to apply as possible. Interlibrary loan should serve as an adjunct to, not a substitute for, collection development. When resources within the region have been exhausted, loan requests to more distant libraries should then conform to the policies of the Florida Library Information Network (FLIN) and the provisions of the [National Interlibrary Loan Code 1980](#) or other consortia agreements.

I. Definition

An interlibrary loan is a transaction in which library material, or a legal, legitimate reproduction of the material, is made available by one library to another upon request.

II. Purpose

The purpose of interlibrary loan as defined in this code is to obtain library materials not owned in the local library.

III. **Scope**

- A. Any type of material may be requested. However, the lending library has the privilege of deciding in each case whether a particular item should or should not be provided, and whether the original or a copy should be sent.
- B. Under the terms of this agreement, borrowing libraries will not ordinarily request:
 - i. Books in current and/or recurring demand.
 - ii. A large number of titles for one person at any time.
 - iii. Duplicates of titles already owned.
 - iv. Materials for class, reserve, or other group use.
 - v. Rare materials.
- C. Each participating library will prepare a statement of its interlibrary loan policies and procedures and make it available upon request. OCLC participants should maintain a current policies record on OCLC's NAME-ADDRESS DIRECTORY as well as file a copy with the NEFLIN office.

IV. **Protocols**

Requests for borrowing materials should be sent to another member library using good judgment and common sense, striving for as equitable distribution as is fair and practical. Member libraries should be aware that significant collections exist not only in large academic and public libraries, but in community colleges, private academic, special, and school libraries as well. Good faith effort should be made, where possible, to avoid making excessive demands of only a few libraries.

V. **Responsibilities of Borrowing Libraries**

- A. Each library should provide the resources to meet the ordinary needs and interests of its primary clientele. Material requested from another library under this code should generally be limited to those items that do not conform to the library's collection development policy or for which there is no recurring demand.
- B. Borrowing libraries should make every effort to exhaust their own resources before resorting to requests.
- C. The borrowing library is responsible for compliance with the copyright law (Title 17, U.S. Code) and its accompanying guidelines, and it should inform its users of the applicable portions of the law. An indication of compliance must be provided with all requests.
- D. Requests for materials must be described as completely and accurately as possible following accepted bibliographic practice. Every effort should be made to include verification or source of the citation. If this is not available, a statement should be included on the form stating such.
- E. Requests should be transmitted by the standard methods (ALA for, OCLC) and each request should specify "NEFLIN" somewhere on the form. Fax requests should conform to the FLIN Fax Policy as contained in the FLIN Manual
- F. No library will lend directly to an individual on an interlibrary loan basis, (i.e., hand-carried requests) except by mutual agreement between the libraries involved.
- G. The safety of the borrowed materials is the responsibility of the borrowing library from the time the material leaves the lending library until it is received back by the lending

library. The borrowing library is responsible for packaging the material so as to insure its return in good condition. If damage or loss occurs, the borrowing library must meet all costs of repair or replacement, in accordance with the preferences of the lending library.

H. The borrowing library and its patrons must comply with the conditions of loans established by the lending library.

VI. Responsibilities of Lending Libraries

- A. The decision to lend material is at the discretion of the lending library. Each library is encouraged, however, to interpret as generously as possible its own lending policy with due consideration to the interests of its primary clientele.
- B. The lending library is not expected to process subject requests.
- C. The lending library should respond to requests promptly, making every effort to process requests within two working days. All reasonable attempts should be made to speed RUSH requests.
- D. The lending library is responsible for clearly stating all conditions of the loan.
- E. The lending library should notify the borrowing library when unable to fill a request. In cases where the citation is incorrect, the lending library should so notify the requesting library.

VII. Expenses

- A. No charges should be levied for book loans or reproductions of 25 pages or less.
- B. The borrowing library should be prepared to assume any costs charged by the lending library in excess of 25 reproduced pages and should attempt to anticipate charges and authorize them on the initial request. If the charges are more than what is authorized by the borrowing library, the lending library should inform the requesting library and ask for authorization to proceed.

VIII. Duration of Loan

- A. The duration of the loan shall be set by the lending library.
- B. Every effort should be made to return the materials by the due date.
- C. Renewal requests should be kept to a minimum. A renewal request should be sent to the lending library by the original due date.
- D. All material on loan is subject to immediate recall. The borrowing library must comply promptly.

IX. Compliance with this Code

Each library is responsible for maintaining the provisions of this code in good faith. Any violations of the code should be reported to the NEFLIN Director who will negotiate and resolve any disagreements among members.

CENSORSHIP POLICY

Library media specialists must resist all efforts by groups or individuals to censor library media materials. Challenged materials should be presented to the school Leadership Team. Materials under question will remain in use until a decision has been made. A decision to remove materials from the library media center is based on the recommendation of the school Leadership Team and the final decision of the Superintendent or designee.

<http://www.ala.org/ala/aboutala/offices/oif/ifissues/censorshipschools.cfm>

Challenged Materials

When there is a complaint about library materials, **the school administrator** should handle the complaint according to the following procedures.

POLICY/PROCEDURE FOR RECONSIDERING NON-BOARD APPROVED OR NON-STATE ADOPTED INSTRUCTIONAL MATERIALS

1. Individuals wishing to review materials or wish to have materials reconsidered must complete the following Request for Reconsideration or Review of instructional materials form (MIS 2-2501).
2. The administrator returns both completed forms to the Supervisor of Instructional Support Services. The Supervisor will advise Assistant Superintendent for Instruction of request. Assistant Superintendent forwards the request to the appropriate department.
3. The Superintendent/Designee directs that School/District Leadership Team to convene. The Leadership Team will consist of no fewer than three (3) persons, with at least one-half teachers, and, when possible, one lay member. The Council will invite the appropriate curriculum division director as an ex officio member to its meetings when reconsideration of non-adopted instructional materials is being placed on the agenda.
4. The School/District Leadership Team reviews each request and examines the materials for reconsideration taking into consideration what is in a student's best interest regarding his educational success.

5. The School/District Leadership Team makes decisions by a majority vote. The Leadership Team forwards recommendations to the Superintendent/Designee for consideration. The recommendations will include the following criteria as they related to the designated grade level of the materials being reconsidered:

Content
Presentation
Learning

The Leadership Team may also include recommendations for an appropriate alternative selection for the materials being requested for reconsideration.

6. The Superintendent/Designee reviews the non-adopted instructional materials considering the recommendation of the School/District Leadership Team. Superintendent may elect to convene additional Councils.
7. The Superintendent/Designee notifies the administrator and the individual(s) about the final decision.
8. If the School/District Leadership Team recommends an alternative selection, the individual may request this selection for the student.
9. The individual may appeal the Superintendent's decision to the School Board for reconsideration and advisement.

Copies of reconsideration forms follow on the next 2 pages. The 2nd page is a form that can be used for each school's Leadership Team approval of books or audio-visual materials for use in the classroom. These forms may be ordered from the Print Center website: ISS 2-2501 and ISS 1-2535.

[22501.iss.pdf - Request for Reconsideration or Review of Instructional Materials](#)

[12535.iss.pdf - Request for Approval of Non-Board Approved or Non-State Adopted Supplemental or Core Instructional Materials](#)

School District of Clay County

Request for Reconsideration or Review of Instructional Materials

This form must be completed by any individual to request reconsideration, view, or challenge the use of a specific Instructional Material. The form must be returned to the SCHOOL PRINCIPAL.

Name of individual requesting review _____

Address _____

Home Phone _____ Work/Cell _____ Email _____

Check as applicable:

- I represent a special interest group named _____
- I already have a copy of the material
- I will review the material on-site
- I wish to check out the material for a two week period

Type of Instructional Material: Textbook Novel Audio visual (tape, DVD, etc.)
 Workbook Software Other: _____

School _____ Grade level _____ Subject _____

Title _____

Author, Editor, or Director _____

1. What is your interest or reason for this request? _____

2. To which specific pages or scenes do you object? (Include language and attach additional sheet if necessary) _____

3. What do you believe might be the result of a student using this material? _____

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

5. Is there anything good in this material? _____

6. If you can recommend another instructional material in the same format covering the same subject/information, please list the title, author, publisher, and ISBN#. _____

Signature of Complainant Date Signature of School Principal Date

Procedures are documented in the Handbook of Instructional Materials Procedures.

Original - Instructional Support Services Copy 1 - School Copy 2 - Complainant
ISS-2-2501 E. 06/26/2010

School District of Clay County

**Request for Approval of Non-Board Approved or Non-State Adopted
SUPPLEMENTAL or CORE Instructional Materials**

School _____ Grade Level _____
Subject _____ Course _____

Type of Instructional Material: Textbook Novel Audio visual (tape, DVD, etc.)
 Workbook Software Other: _____

Title _____

Author, Editor, or Director _____

Publisher/Producer _____ ISBN # (if known) _____

Date material was reviewed by School Curriculum Council _____

This material is: Non-State Adopted
 Different from the Board Approved CORE textbook (Non-Board Approved)

List page numbers or frames and concerns cited by committee members: _____

Using criteria for content, presentation, and learning, check all that apply:

- The content aligns with state standards for the subject, grade level, and learning outcomes
- The level of difficulty/complexity is appropriate for the students and grade level
- The portrayal of gender, ethnicity, age, and social groups includes multi-cultural fairness
- The organization/presentation of the material allows students to explicitly identify ideas
- The material is not biased, has no profanity or adult situations, and contains no pornography
- The material is appropriate to support learning outcomes specified in standards
- This Instructional Material is recommended for classroom use
- This Instructional Material is not recommended for classroom use

Comments: _____

The Curriculum Council: Recommends approval of this Instructional Material
 Does not recommend approval of this Instructional Material

For Instructional Support Use

- The recommendation of your School Curriculum Council is accepted.
- Review of this material has been forwarded to a District Curriculum Council and no purchase of the Material can proceed until the school receives notification from the District Council.

*Procedures are documented in the Handbook of Instructional Materials Procedures.
Teacher made materials and supplemental materials that are part of a district adoption are exempt.
AP and IB textbooks are also exempt.*

COLLECTION MAINTENANCE

MAINTENANCE POLICY (EQUIPMENT/BOOKS)

The library media specialist acquires and distributes audiovisual equipment according to the needs and budget allocations of the school. The library media specialist is responsible for seeing that the equipment is properly maintained and repaired. This excludes classroom and lab computers.

The book collection must be periodically weeded and repaired in order to maintain current information that is appealing to the patrons.

Prevention of Mold and Mildew

Mold and mildew can ruin an entire collection because once it begins, it spreads. A single book must immediately be cleaned or discarded. If discarding, remove the copy from Destiny, stamp it as discarded, and wrap the book in a black plastic bag. Additional recommendations can be located via the Internet.

To prevent mold, mildew, and parasites, air conditioning must be left on in the library media center during the summer. 75 – 80 degrees should be sufficient to lower the humidity and prevent these problems.

WEBSITES ON MOLD, MILDEW, PARASITES, DISASTERS

Invasion of the Giant Mold Spore:

<http://www.lyrasis.org/Preservation/Resources%20and%20Publications/Invasion%20of%20the%20Giant%20Mold%20Spore.aspx>

Mold: A Follow Up:

<http://palimpsest.stanford.edu/byauth/kaplan/moldfu.html>

Discovered Mold – Now What?:

<http://www.p1m.com/P1M-DiscoveredMold--NowWhat.htm>

Mold as a Threat to Human Health:

<http://tinyurl.com/dudl2>

Drying Wet Books:

<http://www.lyrasis.org/Preservation/Resources%20and%20Publications/Drying%20Wet%20Books%20and%20Records.aspx>

Booklice:

<http://ohioline.osu.edu/hyg-fact/2000/2080.html>

Care, Handling, and Storage of Books:

<http://www.loc.gov/preserv/care/books.html>

Major Pests of Libraries and Archives:

<http://www.unesco.org/webworld/ramp/html/r8820e/r8820e03.htm>

WEEDING

Overview

Weeding (also known as deselection) is an essential part of collection development; weeding ensures that the library media center's materials are current, useful, and accessible. All library media centers are limited by the amount of space available to house materials; weeding is a continuous evaluation of resources intended to remove items that are worn out or no longer useful from the collection.

A valuable site for an article about Guidelines for Weeding Library Materials is: http://www.sbac.edu/~media/guid_weeding.html.

Sunlink (<http://www.sunlink.ucf.edu>) features a section called SUNLINK Weed of the Month; the link is found on the Sunlink home page. The Weed of the Month not only lists materials that should be taken out of the library media center collection, it also lists possible replacements for those items.

Discarding Process

Weeded materials must be physically removed from the library media center collection. The following steps should be taken:

- Remove barcode
- For print material: black out the call number on the spine and the school stamp on the title page, top of book, or any other area (if possible) on which the school stamp or other identification exists. Stamp **DISCARD** in several prominent places.
- For non-print material: remove any identification and indicate (if possible) that the item is discarded.
- Tabulate statistics on the total number of discards and/or breakdown in Dewey that may be helpful for future purchases.
- Delete the copy from your Destiny copy records.

Teachers may choose any discarded materials for special classroom collections if the information in the text is accurate. Once teachers have made the selection, students may be given permission to select from the remaining material. Any materials to be discarded should be boxed, marked as discarded library books, and shipped to Instructional Support Services at the District Office.

MENDING OF BOOKS

Mend good titles that are irreplaceable (out-of-print or very expensive to replace). Minor repairs made on a daily basis will extend the life of a book.

Before mending is done, an examination of the book should be made to see whether its usefulness would be worth the cost of labor and materials. Only minor mending that can be completed with minimum time and effort is recommended. A rule-of-thumb is that if the repair will take more than 30 min., discard the book.

Discard and do not mend books that have:

- Very fine print
- Poor, brittle, yellowed pages
- Inferior or mediocre content
- Out-of-date content
- Missing pages.

Mend books not badly worn by following these procedures:

- Secure information on mending from websites listed below
- Purchase recommended tools
- Master the mending process before you attempt to teach assistants or volunteers
- During the check in procedure and/or inventory, put aside books that need to be mended or discarded.

Mending websites:

A Simple Book Repair Manual:

<http://www.dartmouth.edu/~preserve/repair/repairindex.htm>

Three Basic Book Repair Procedures:

<http://www.philobiblon.com/bkrepair/BookRepair.html>

Procedures and Treatments Used for Book Repair:

<http://www.library.uiuc.edu/preserve/procedures.html>

REPAIR

Audiovisual Materials

Audiovisual materials should be mended at the building level only if the repair can be accomplished easily and the library media specialist feels confident in making this repair. Otherwise, send it to a competent facility for repair or discard and replace.

Instructional Equipment

Keep all equipment in the best possible condition. Check it often and respond to teachers' requests. Simple maintenance is encouraged at the building level: lamp replacements, tightening of screws, dusting, and so on. Store equipment in controlled areas. Shelving or bin storage is good and will keep equipment relatively dust free. Over the summer, storage in an area without windows and unexposed to an outside exit is preferable for security.

Equipment for repair should be tagged and assembled for pick-up by the Maintenance Department. A record should be made on the inventory control card of the date sent and the repair requested. Make certain that each piece of equipment sent has the school name clearly labeled as well as the specific problem with the equipment. Create a patron in Destiny named "A.V. Repair" and check out the equipment before sending it for repair.

When a piece of equipment is damaged beyond feasible repair or is outdated and no longer serves a viable purpose in the instructional program, it may be surveyed. Contact the property administrator in your school before you survey equipment. An MIS 13410 form must be filled out for items under \$750, and a separate MIS 13410 form filled out for items over \$750; these items cannot be listed on the same form.

EQUIPMENT REPAIR TAG INSTRUCTIONS

White Copy: Whoever picks up the equipment will sign their name on the Picked Up By line and fill in the date. The white copy will be removed and given to the library media specialist to be retained until the equipment is brought back to the school. This provides proof that the Electronics Shop has possession of the item.

When the equipment is returned to the school, the library media specialist will sign on the Received By line and fill in the date. This copy will be brought back to the Electronics Shop and will be entered in a permanent file to provide proof that the item was delivered to the proper school, and a person of responsibility signed for it.

Pink Copy: This copy will accompany the equipment when delivered to the Electronics Shop. The data listed on this copy will list what was done and how much the procedure cost; this will be filled in by the technician doing the work. When completed, it will remain in the Electronics Shop as a permanent record where it will indicate how much in repair funds will be charged back to the school.

Hard Copy (Buff): This copy will stay with the item of equipment throughout the entire Pick-up, Repair, and Delivery process. It should be useful in helping the library media specialist keep track of how repair funds are being expended.

Note: The number that is required to be listed on the NO: line is the entire work order number which is generated by the library media specialist or other school employee prior to sending in any items of equipment for repairs. This line is directly above the ITEM line and is uppermost on the tag.

Equipment cannot be removed from the school unless all paperwork is complete, and no equipment will be returned and left at the school unless signed for by proper authority (library media specialist, principal, etc.).

NO: _____

SCHOOL: _____ ITEM: _____

CCSB NUMBER: _____

TROUBLE: _____

REPAIR DATA: _____

PICKED UP BY- _____ COST: \$ _____

DATE- _____

RECEIVED BY- _____

DATE- _____

MIS35312 EXP 6/30/95

On the next page is a copy of the Survey Form that must be filled out in order for the school to discard equipment; you must obtain the form from your property manager.

For printable copy click on hyperlink:
[13410.pay.pdf - Request for On-site Survey](#)

**SCHOOL DISTRICT OF CLAY COUNTY
REQUEST FOR ON-SITE SURVEY**

FROM: _____ OVER \$750.00 _____ UNDER \$750.00
(COST CENTER/SCHOOL)

TO: COORDINATOR OF PROPERTY CONTROL, DISTRICT OFFICE

I have verified all computers have been prepared for pick-up in accordance with applicable School Board Directives.
The equipment/furniture is located in Bldg/Room _____/_____ and is ready for pick-up.

(Cost Center Property Manager's Signature)

(Date)

PROPERTY NUMBER (If applicable)	SERIAL NUMBER	ITEM DESCRIPTION	UNITS	UNIT PRICE	DISPOSAL		
					REISSUE	SALE	JUNK

INSTRUCTIONS: Form will be completed and signed by the Cost Center Property Manager. The white and yellow copies of the form will then be forwarded to the Coordinator of Property Control, who will acknowledge receipt of the form and arrange for the date of survey. ****NOTE: NO ITEMS OTHER THAN THOSE LISTED ON THIS FORM WILL BE SURVEYED OR REMOVED - COMPLETE ALL COLUMNS - SEPARATE ITEMS OVER AND UNDER \$750.00.**

(THIS SECTION TO BE COMPLETED BY THE DISTRICT PROPERTY COORDINATOR)

Above listed equipment/furniture has been surveyed and disposal is directed as indicated.

(District Property Coordinator's Signature)

(Date)

(THIS SECTION TO BE COMPLETED AT TIME OF SURVEY)

VERIFIED PICKUP: _____ PICKED UP ON: _____
(Cost Center Property Manager's Signature) (Date)

Original: Property Control

Copy 1: Property Control

Copy 2: Property Manager

PRO-1-3410 E 02/14/2010

INVENTORY

INVENTORY POLICY

A complete and accurate inventory of all materials and equipment must be taken each school year and recorded. The library media specialist and the media technical assistant, along with library media volunteers, are responsible for conducting this inventory. The School District of Clay County requires an inventory report to be submitted to the District Instructional Media Services Specialist and the local designated school administrator. **It is NOT necessary to stop circulating materials during a computer inventory**; if a shelf list inventory is performed, however, circulation of materials must cease during the inventory. A shelf list inventory should be performed once every three to five years, if at all. No classes should check out materials during the last two weeks of school prior to post planning so that all materials are returned and shelved prior to the last day or post planning. Weeding of outdated and damaged books and materials as well as surveying of damaged and outdated equipment should be done yearly.

Why inventory???

An inventory:

- Helps assure appropriate selections by identifying weak areas or gaps in the collection
- Is required by Florida State Statutes
- Helps assess the extent to which students and teachers are provided a wide variety of resources suitable to different learning styles and curriculum areas
- Helps identify resources that need minor repairs or those that should be discarded (physical condition, outdated or inaccurate materials, duplicate copies)
- Assists the School District of Clay County and the Florida Department of Education in assessing the current status of media collections in the schools and in relating to the legislature the need for financial resources
- For insurance purposes in case of a disaster.

When to Inventory???

The schedule chosen for inventorying materials will depend on circumstances in each individual library media center. Inventory can be performed throughout the year or performed any time of year. This process can take place while materials are being circulated. **The school's library media center should never be closed when school is in session.**

How to Inventory:

With Follett Destiny, there are different options for performing automated inventory. Inventory can be performed with the hand-held PHD Dolphin scanner, Falcon scanner, Panther scanner, or with a barcode scanner and a computer on a cart.

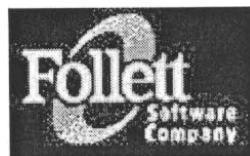
What to Inventory:

All items owned by the school, barcoded with Follett Destiny-compatible barcodes, housed in the library media center or other school location must be inventoried and accounted for.

INVENTORY WITH THE DOLPHIN

(These directions are specific to the date this manual was printed. However, Destiny procedures are updated frequently. Up-to-date procedures can be found in Destiny Help and should be read before beginning inventory.)

When your Dolphin is in home base, it will (or should) display the Follett logo:



The green Dock light should be lit on the Dolphin home base. When the Dolphin is taken out of the home base, this screen should appear on it:



IF THIS SCREEN DOES NOT APPEAR, CALL THE MEDIA SERVICES SPECIALIST AT x 2677.

To scan, point the Dolphin at the item's barcode and push the white **On.Scan** button. The Dolphin seems to read better at a distance than it does up close, and if it's working correctly, it scans very quickly and accurately.

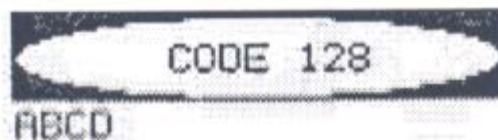
If a barcode cannot be read by the Dolphin, you can now manually enter the number:

1. Press F1 on the Dolphin
2. Type in the barcode number using the number pad
3. Press Enter (green button).

To go back to scanning instead of typing in numbers, press the F4 key.

If the Dolphin is out of the home base without being used for a few seconds, it will go back to the Follett logo screen. Press the **On.Scan** button to wake it up and return to scanning.

When the Dolphin reads the barcode, it will tell you the name of the barcode symbology for that particular item – you'll see all sorts of different symbologies: Interleaved 2 of 5, Code 128, Code 39, Codabar, etc. The Dolphin can read them all, so don't be alarmed!

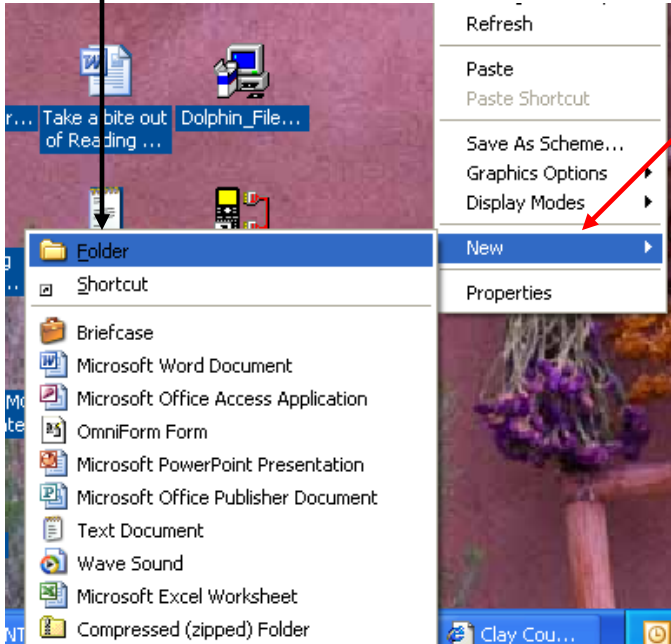


After you have finished scanning for the day and you want to download your scans, put the Dolphin back in the home base. You'll get a message on the Dolphin screen saying:

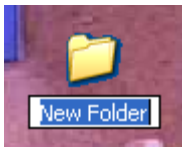
You have a LOG
file, do you wish
to ship it out?
(Press Y or N)

This is asking you if you're ready to upload your scans to the computer's hard drive. You do, but you need a place for the scans to be sent so that you can find them easily. Let's set that up now **IF THE DISTRICT MEDIA SERVICES SPECIALIST DIDN'T DO IT WHEN HE/SHE INSTALLED YOUR DOLHIN.**

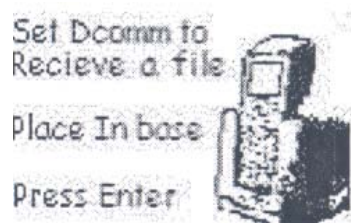
On your regular computer desktop **RIGHT** click and choose **NEW**, then **FOLDER**.



Your new folder will show up on the computer's desktop. Name it "Dolphin Scans" (this is what the Media Services Specialist may name it) or something else that will make it easy to find on the desktop.



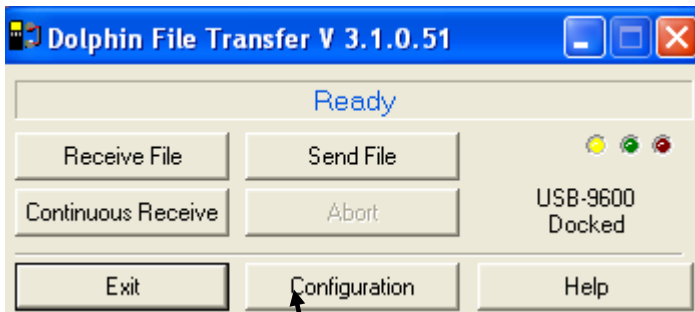
Now go back to your Dolphin and press "Y" (the YZ key) to ship your scans to the computer. This message will appear on the Dolphin screen (I realize "Receive" is misspelled – Follett misspelled it, not me!!)



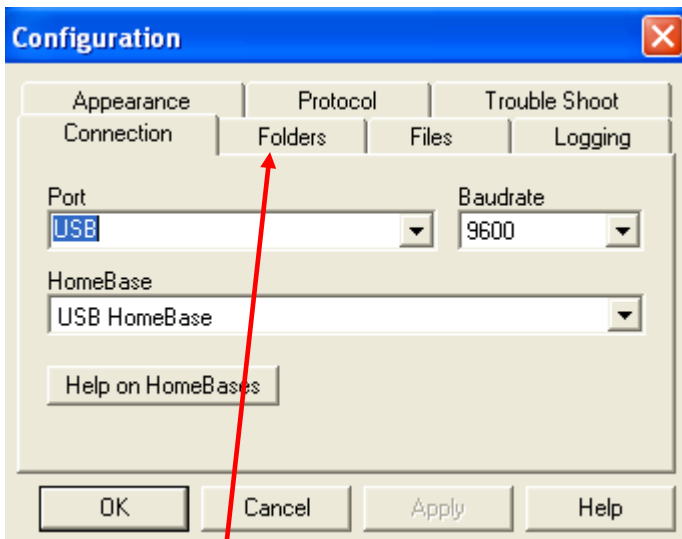
Before you press the green **Enter** key, double click on this icon on your desktop:



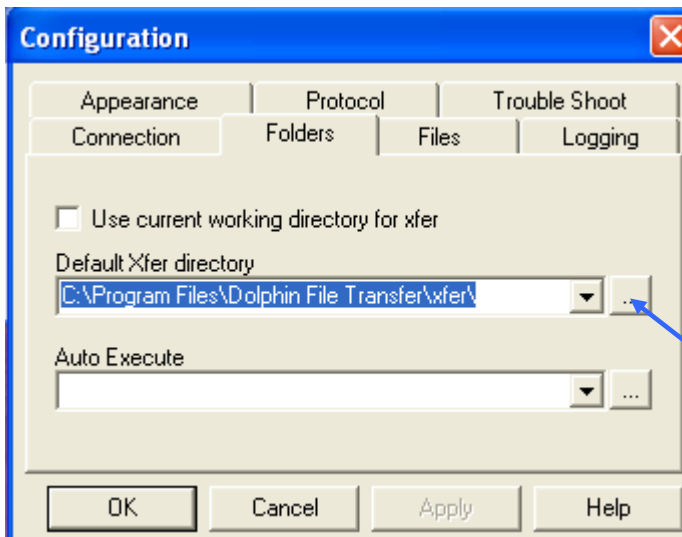
This box will now appear on your computer screen:



To force your scans to go to the ***Dolphin Scans*** folder you just made, click on the **Configuration** button.

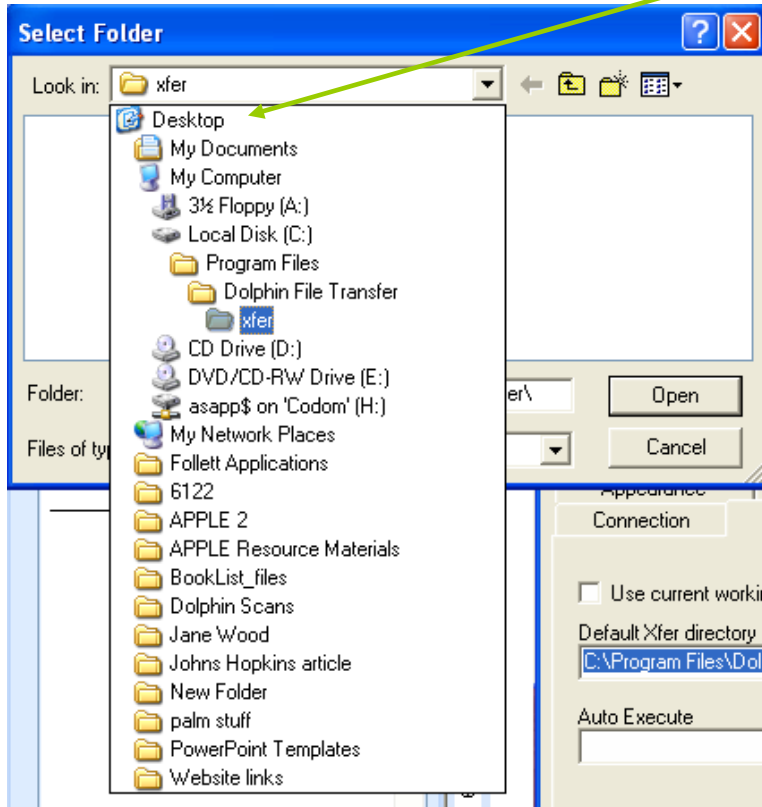


Now click on ***Folders***.

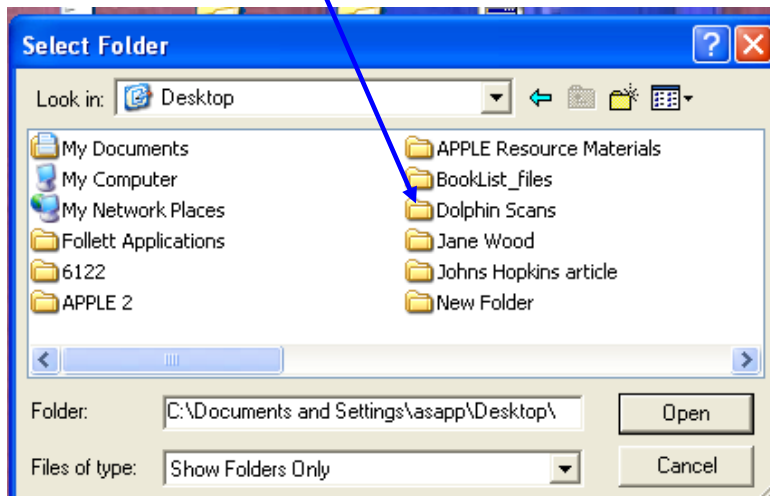


C:\Program Files\Dolphin File Transfer\xfer\ is the default; you want to find your **Dolphin Scans** folder to put in that space instead. Click on the box with the three dots...

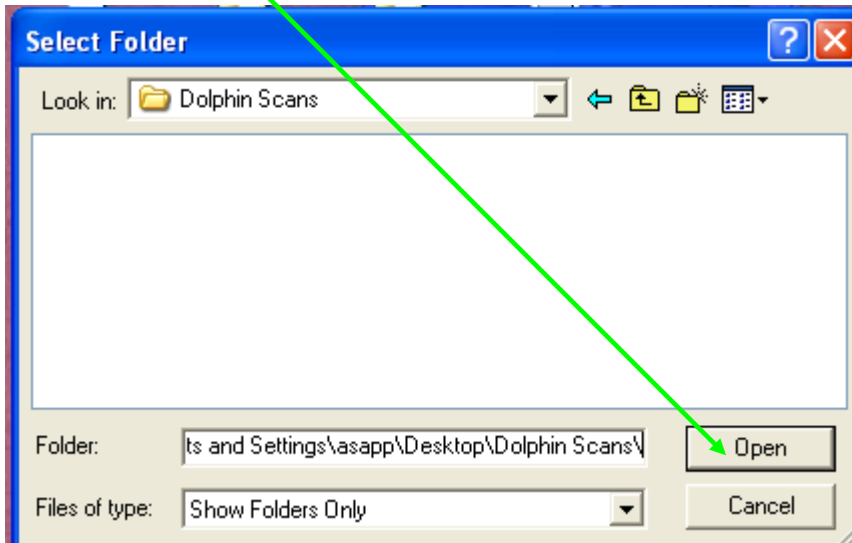
...which brings up lots of hiding places on your computer. Choose **Desktop** by clicking on it...:



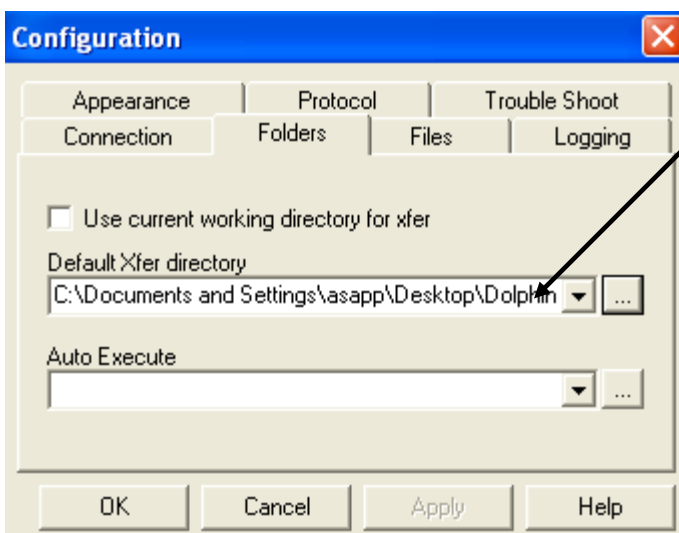
Then choose **Dolphin Scans** by clicking on it. This will make **Dolphin Scans** the folder your scans will automatically go to. **THIS ONLY HAS TO BE DONE ONCE.**



Now click on **Open**.

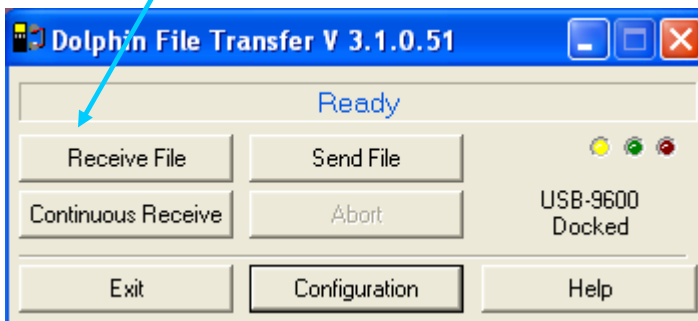


This changes your default location for scans to the ***Dolphin Scans*** folder!! That is now the default. Click on **OK** and then on the red **X** box to close this box.

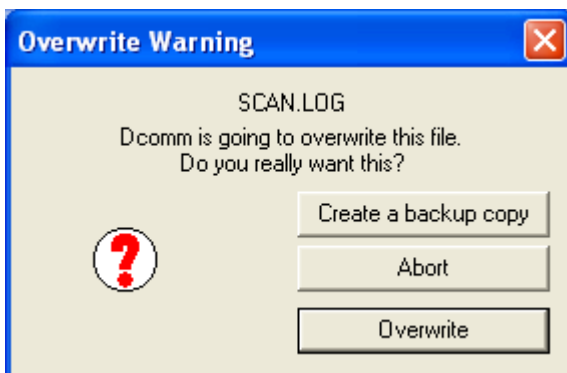


Now you're ready to send your scans from the Dolphin to your computer.

Press the **green Enter** key on the Dolphin.
Click on **Receive File** on your computer screen.



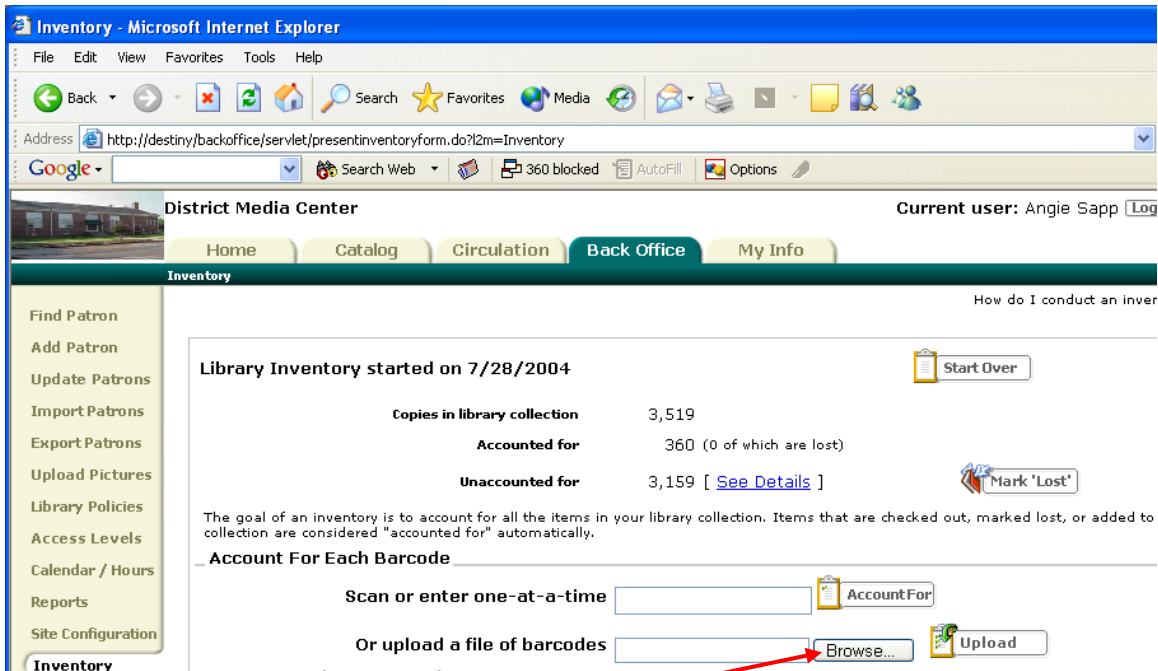
The **FIRST** time you download scans, the following message won't show up since it'll be the only file in your Dolphin Scans folder. After the first time, however, the following message will appear:



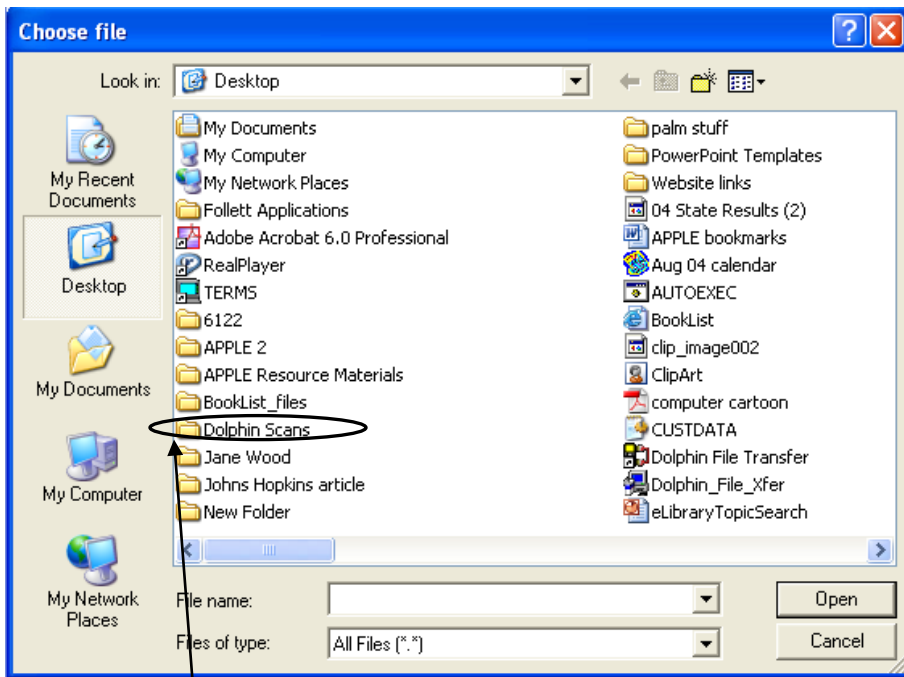
It's asking you if you want to write over the file(s) you have in your Dolphin Scans folder. This is up to you. Once your earlier scans have been transferred to Destiny (next step), they are on the district Destiny server; you should be safe if you overwrite the files. Some of us like to be extra careful; if you're one of these folks, you can click on **Create a backup copy**, and the computer will automatically make a backup of your last scan log file. **DO NOT OVERWRITE FILES UNLESS YOU HAVE ALREADY UPLOADED YOUR OLD SCAN LOG FILE(S) INTO DESTINY.** If you haven't uploaded the old files yet and you tell it to overwrite them, they are gone forever (or at least until you rescan everything that was in them).

Whichever option you choose, now the scans will be transferred from the Dolphin to your Dolphin Scans folder on your computer desktop. They have to be uploaded into your Inventory screen in Destiny before they are actually in your inventory.

In Destiny, click on **Back Office**, then **Inventory**.

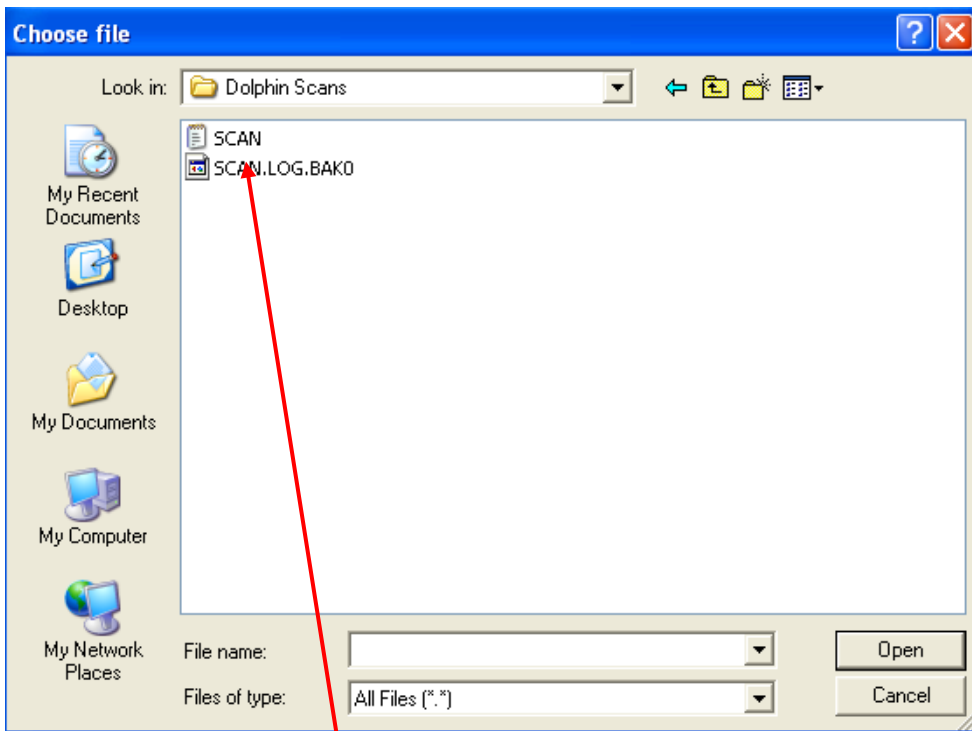


Now you are going to “**upload a file of barcodes,**” but first you have to locate the file. Click on the **Browse** button.



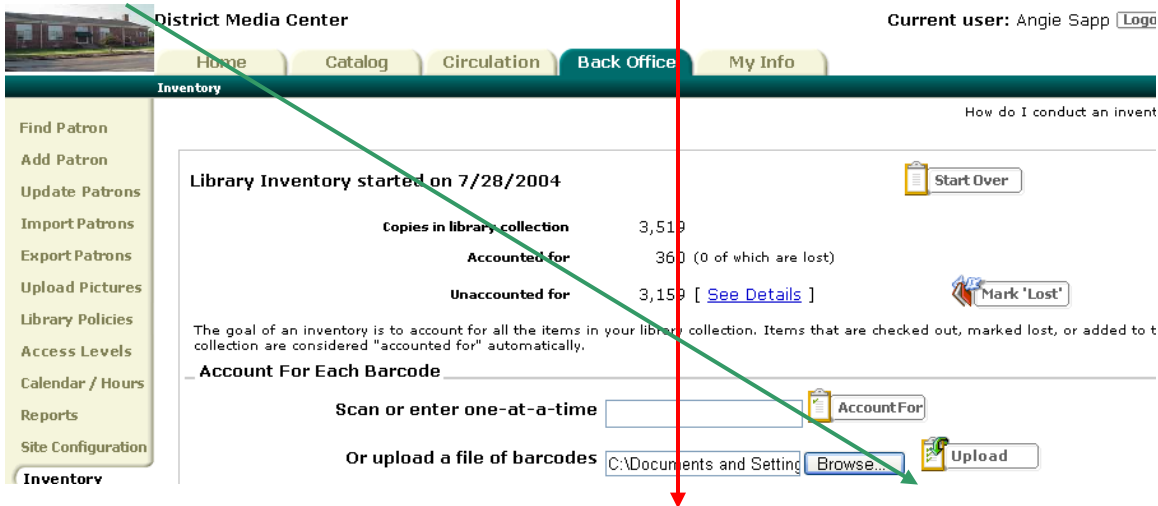
Find your **Dolphin Scans** folder and double click on it to find your scans.

Your current scans will always be in the **Scan Log notepad**. Notice that I had told the computer to make a backup of my old scans; that’s why there are two files in the Dolphin Scans folder. If you choose to make backups, you will have many, many backup folders.



Double click on the **Scan Log notepad** to open it.

This will automatically put the file in the File name window and in the “**Or upload a file of barcodes**” window in Destiny. Now click on **Upload**.



To check on the status of your upload, click on **Job Manager**, then **View**. The screen that will be displayed in View will give you error messages as well as documenting the number of titles that were added to your inventory.

Address: http://destiny/backoffice/servlet/presentjobmanagerform.do?l2m=Job%20Manager&sideLink=true

Google Search Web 360 blocked AutoFill Options

District Media Center Current user: Angie Sapp Logout

Home Catalog Circulation **Back Office** My Info

Job Manager

Find Patron Add Patron Update Patrons

Job	Submitted By	Started	Status
Library Inventory	Angie Sapp (2/3/2005 1:51 PM)	2/3/2005 1:51 PM	Completed (2/3/2005 1:51 PM) View

Here's an example. A report will be generated each time you upload scans into Destiny Inventory. Print the reports and try to clear up any problems that are referenced.

Job Manager > Job Summary

Job Library Inventory
 Site District Media Center
 Started 2/3/2005 1:51 PM
 File SCAN.LOG
 Name

Summary Read 8 Barcodes:

- Accounted For 2
- Skipped 6

Skipped Barcode "03410419230" not found.
 Skipped Barcode "004629" not found.
 Skipped Barcode "004627" not found.
 Skipped Barcode "004626" not found.
 Skipped Barcode "004630" not found.
 Skipped Barcode "004632" not found.

Inventory Update completed 2/3/2005 1:51 PM

When you click on the back button to go back to Inventory, the latest items uploaded into inventory will be listed.

District Media Center Current user: Angie Sapp

Home Catalog Circulation **Back Office** My Info

Inventory

How do I conduct an

Library Inventory started on 7/28/2004 [Start Over](#)

Copies in library collection	3,519
Accounted for	362 (0 of which are lost)
Unaccounted for	3,157 [See Details]

The goal of an inventory is to account for all the items in your library collection. Items that are checked out, marked lost, or add collection are considered "accounted for" automatically.

Account For Each Barcode

Scan or enter one-at-a-time [Account For](#)

Or upload a file of barcodes [Browse...](#) [Upload](#)

Most Recently Accounted For

Barcode	Call Number	Author	Title
T 8994	NP 973.2 ROG VR-8994		Roger Williams & Rhode Island
T 8995	NP 973.2 SET VR-8995		Settling the new world

After you've scanned every single item in the library media center you can find, click on [See Details](#) to print a list of what has not yet been accounted for. Search everywhere for the missing items on this list. After a thorough, exhaustive search, click on the **Mark 'Lost'** icon to change the Unaccounted For items to

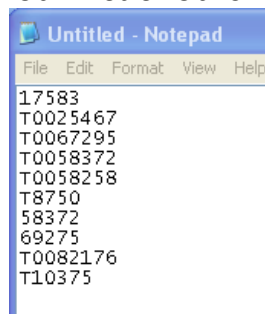
Lost. Print this list. Send a copy of this list to the District Media Center with your **Inventory Report**.



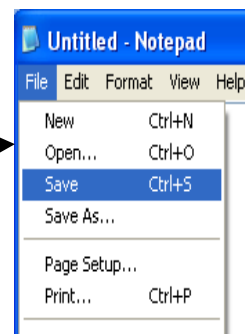
INVENTORY WITH BARCODE SCANNER

Inventory can be performed using a barcode scanner (the scanner used for check-outs and check-ins). Any computer can be used, but laptops are more convenient.

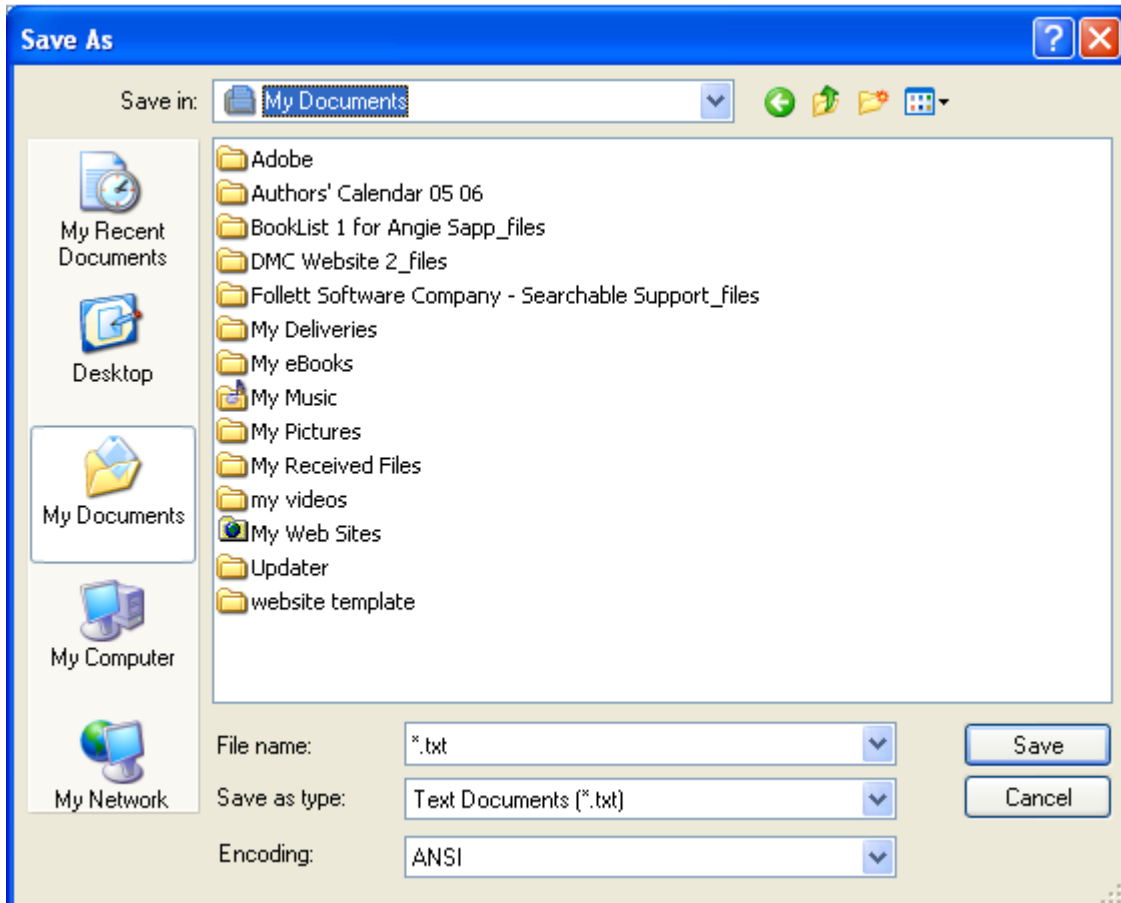
1. Shut down the computer the barcode scanner is attached to IF you are not going to use that computer for inventory.
2. Disconnect the barcode scanner from the computer, and connect it to the computer you're going to use for inventory (computer should be off when you connect the scanner). This computer should have a USB drive if you're saving to a portable thumb drive. The inventory computer should be on a cart, and a long extension cord should be used to keep the computer plugged in at all times.
3. Turn on the inventory computer. The barcode scanner should beep, and a red light should be emitted from the scanner.
4. On the inventory computer, click the **start** button (lower left of screen); choose **Programs**, then **Accessories**, then **Notepad**.
5. Scan the items – you should get a barcode number on your Notepad page each time you scan. You can also manually type in numbers.
6. IF YOU DO NOT SEE A LIST OF NUMBERS ON THE NOTEPAD PAGE WHILE YOU ARE SCANNING, MAKE SURE THE **NUM LOCK** LIGHT IS ON. If it isn't on, press the **Num Lock** key to turn it on.
7. Save this list of numbers often. If you save the list to the desktop, it will be easier for you to find later. Your list should look something like this:



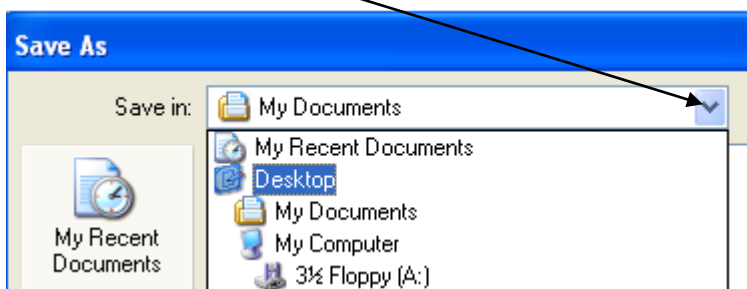
8. To save your list, click on **File/Save**



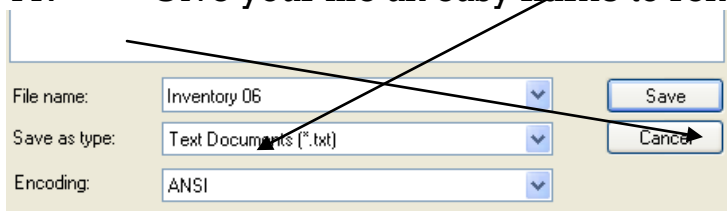
9. This screen will be displayed (**My Documents** is usually the default):



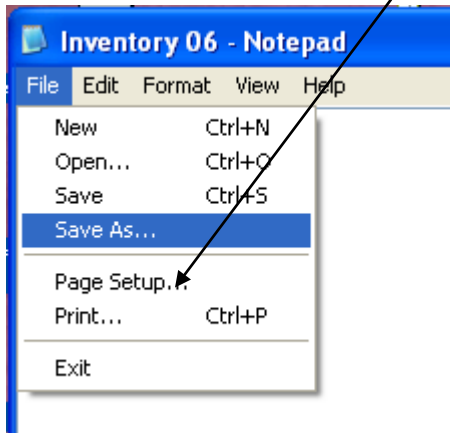
10. To change the place you're saving your file to, click on the **caret** (down arrow) beside the window to bring up the drop-down menu. Choose **Desktop**:



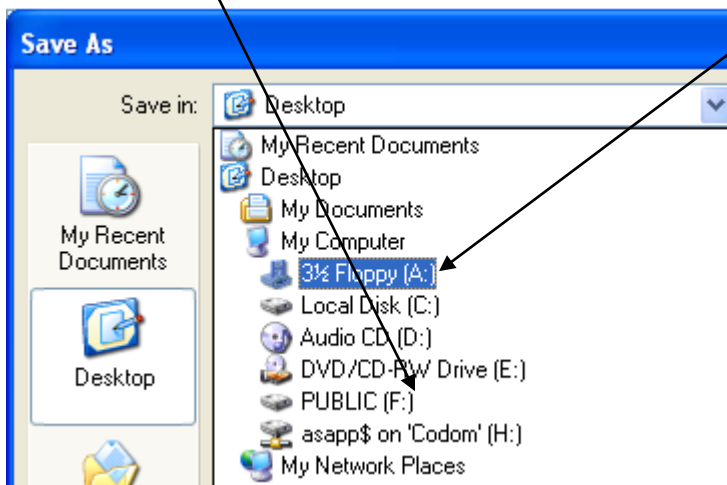
11. Give your file an easy **name** to remember and click on **Save**:



12. Twice a day, put a floppy disk in your A:drive or put your jump drive in a USB port on the inventory computer. Click on your inventory scans on the desktop to open ALL your saved scans. Click on **Save As**.



13. Now you're going to have to search for your **A:**drive or your **jump drive**.

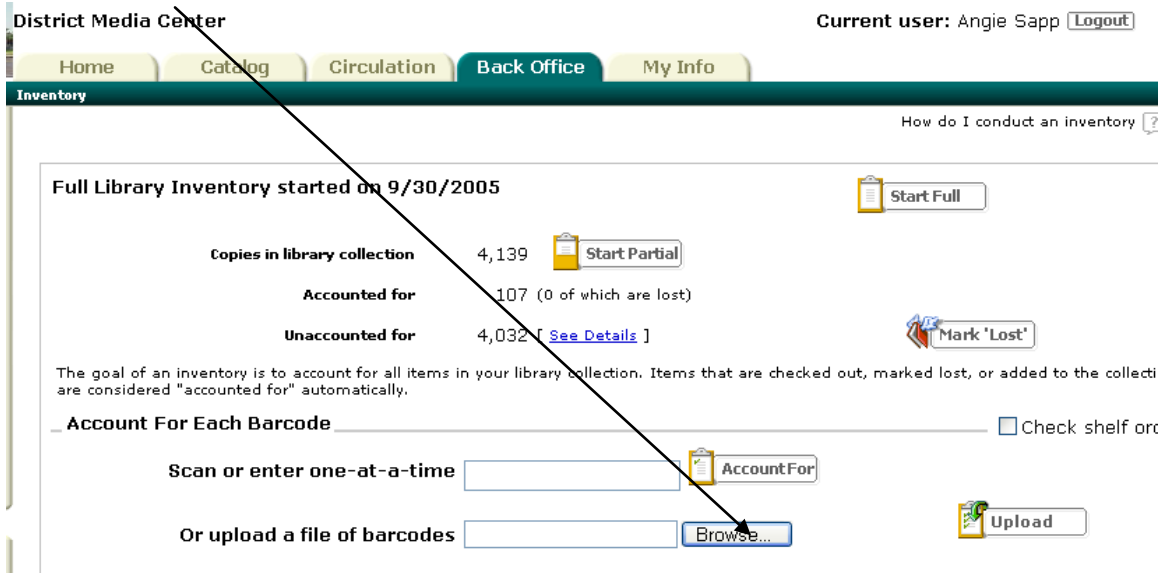


Choose the drive you want to use to transport your scans from Notepad to Destiny Inventory, and click on **Save**.

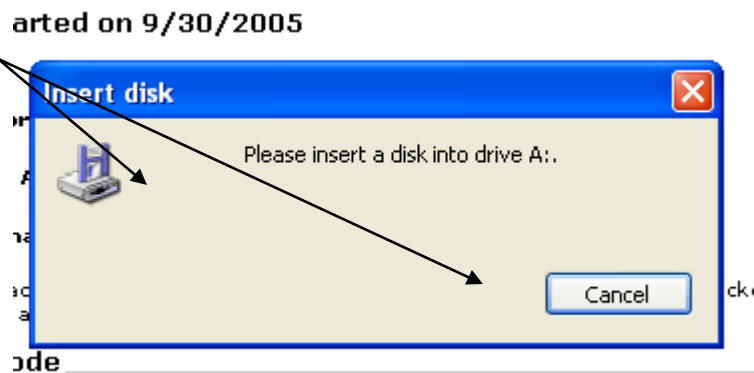
14. Remove the disk from the A:drive or the thumb drive from the USB port on the inventory computer.
15. Take the disk or thumb drive to a computer that is connected to the CCSB network, and insert the disk or drive into the proper place. The computer should already be on before you insert the disk or drive.

16. Log in to Destiny with your regular login name & password, and choose **Back Office**, then **Inventory**.

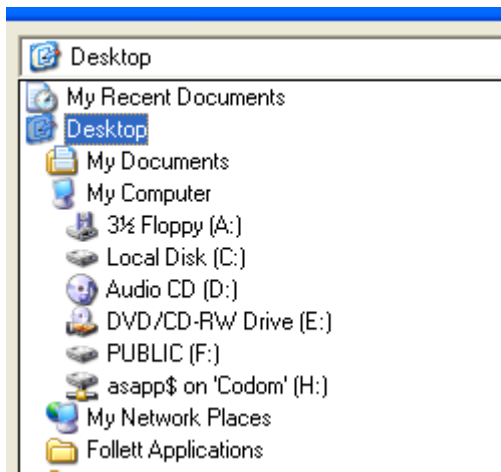
17. **Browse** for either your 3 1/2 “ (A) drive or your jump drive:



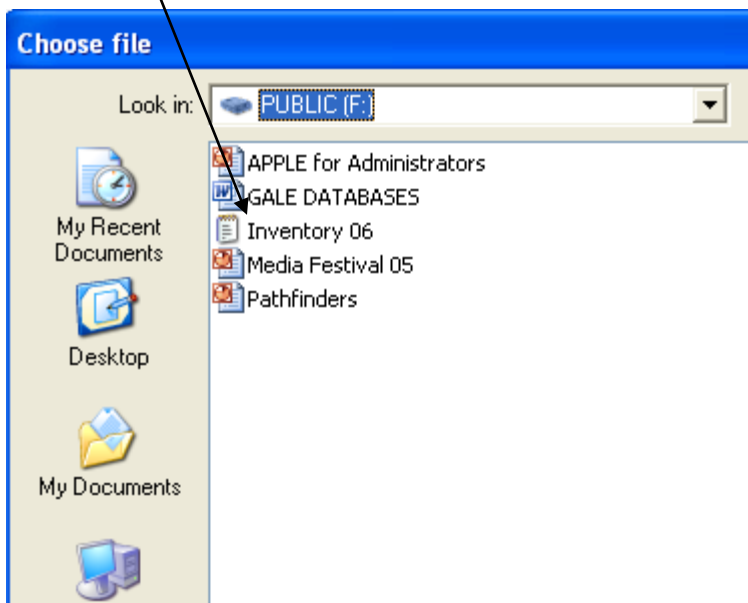
18. If you do not have a disk in your A: drive, you will get this message. If your disk is in the A: drive, it will automatically open. If you are using a jump drive instead of an A: drive, click on Cancel.



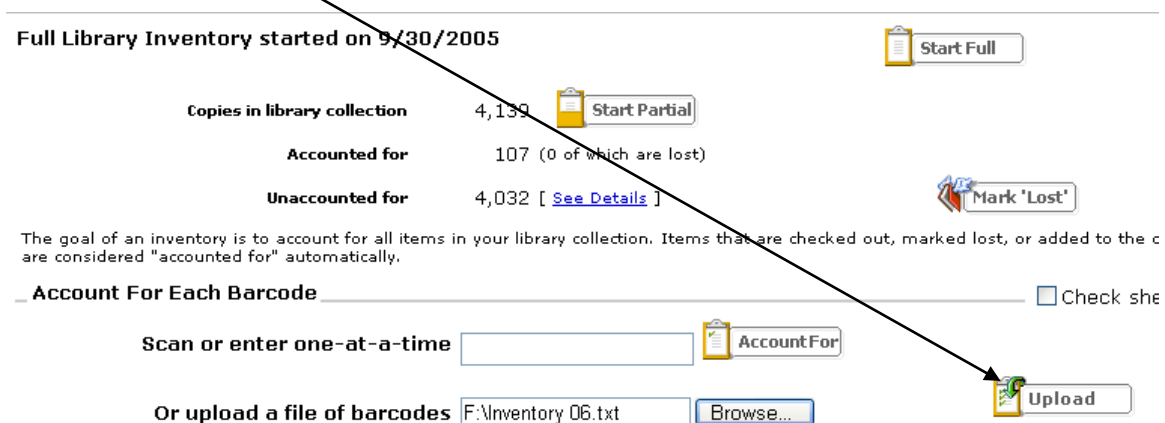
19. Since the example file is saved on a jump drive, we'll click on Cancel. This brings up the location window. Click on the caret, and choose the jump drive:



20. All files saved to the drive are listed. Double click on **Inventory 06** to put this file into the Destiny window automatically:



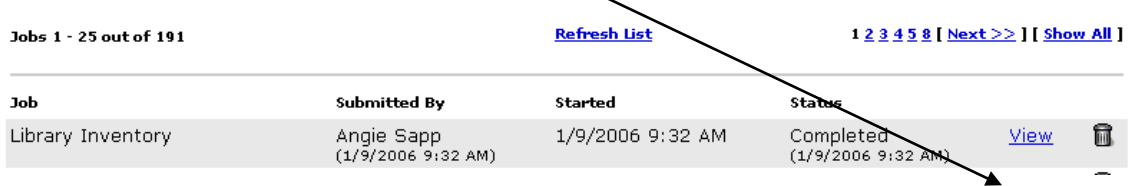
21. Click on **Upload**:




22. This message will immediately appear:

Your inventory file has been sent to the Job Manager and will be processed as soon as possible. You can continue with inventory and check the status of your file whenever you want.

23. In Job Manager, click on [View](#) to look at the results of your scans.



Jobs 1 - 25 out of 191 [Refresh List](#) 1 2 3 4 5 8 [Next >>] [Show All]

Job	Submitted By	Started	Status
Library Inventory	Angie Sapp (1/9/2006 9:32 AM)	1/9/2006 9:32 AM	Completed (1/9/2006 9:32 AM) View 

24. If there are messages warning that barcodes were skipped, those barcodes were not recognized by Destiny & aren't in the system.

25. At the end of the school year, fill out the Destiny Inventory Report, and send it to the Media Services Specialist at the District Media Center.

DESTINY INVENTORY REPORT
Library Materials
Due to Karen Robinson in the DMC on last day for teachers

School: _____

Date: _____

1. After scanning, typing in barcodes, and uploading files into **Inventory in Destiny**, go to **Back Office/Inventory/Unaccounted for** and click on the link to “**See details.**” This will give you a list of items to search for before finalizing your Inventory – print the list and search for the “**Unaccounted for**”.

2. After looking for all the “**Unaccounted for**” items and entering the ones you’re able to locate into **Inventory**, finalize your Inventory by clicking on the “**Mark Lost**” icon beside “**Unaccounted for.**” This will make all your remaining “**Unaccounted for**” items **Lost**.

3. On your **Inventory** screen, click on “**See details**” beside “**Accounted for**” (____ of which are lost [see details]). Click on **Printable** in the top right corner of the screen. **Print this report and attach it to this Inventory Report.**

4. Go to **Back Office/Reports** and click on **Collection Statistics Summary BEFORE 8 AM OR AFTER 3 PM – THIS IS THE ONLY TIME IT IS AVAILABLE AS A LINK**. Click on **Printable** and **attach the report to this Inventory Report.**

5. Using the **Collection Statistics Summary** subtract all non-print items and non-circulating books.

_____ Number of circulating books (include reference books that are allowed to circulate).

6. _____ Number of unprocessed books or books on order.

7. _____ **TOTAL BOOK COLLECTION** (add #5 and #6 together).

8. _____ **TOTAL AV MATERIALS COLLECTION** including items on order or unprocessed.

I certify that this information is correct.

Media Specialist Signature

Principal Signature

FINANCIAL MANAGEMENT

Accurate records should be maintained of all funds budgeted by the county and generated by the school for the library media center. Examples of generated funds are book fairs and lost/damaged book payments. If a book that has been lost and paid for is returned in good condition during the same school year, the money must be refunded to the student.

BUDGET

Budget decisions are made during comprehensive planning which usually occurs after January 1, but before April 1 of each year. These decisions determine budget allocations for the ensuing fiscal year (July 1 – June 30). Each winter, the media specialist should prepare a library media comprehensive plan which includes a written justification for each budget item, based on stated objectives, priorities, and identified program needs. This plan should be submitted to the principal, the School Advisory Committee, and the District Media Center identifying budget needs.

The principal of each school is solely and fully responsible to the School Board of Clay County for all budget funds within the school. The bookkeeper is responsible for maintaining the records of document transactions and for directing the principal's attention to any transaction which is unusual or does not conform to the policies and procedures adopted by the Board. The library media specialist is responsible for maintaining the library media center budget, making media center purchases, and on-going record-keeping procedures that reflect allocations, encumbrances, expenditures, and current account balances.

According to state guidelines, expenditures are categorized under several dimensions, including:

Facility (School)	=	Cost Center Code
Fund/Account Group	=	Usually 0100, but may be different for projects/grants
Function	=	6200 is Media; sometimes Other functions are used for Special allocations
Object	=	See following pages
Project	=	Only used for special funding
Program	=	Rarely needed for library media funding; your bookkeeper will have details

BUDGET

FUNCTION: **The action or purpose for which a person or thing is used or exists.**

Function 6200: INSTRUCTIONAL MEDIA SERVICES

Consists of those activities concerned with the use of all teaching and learning resources, including hardware and content materials. Educational media are defined as any devices, content materials, methods, or experiences used for teaching and learning purposes. These include print and non-print materials.

OBJECT: **The accounting code which identifies the article purchase or the service obtained. Additional object codes can be located at**

- 0330: Travel for in-county workshops and meetings and/or travel and per diem to FAME.
- 0350: Repairs and maintenance not performed by county maintenance personnel and service contracts; this includes Follett **hardware**.
- 0360: **Software** maintenance agreements. (Movie Licensing USA)
- 0390: Other purchased services: expenditures such as printing, binding, reproduction, non-professional services, additional barcodes (if printed), and protectors which are not part of book orders.
- 0510: Supplies: expenditures for consumable supplies for the library media center (lamps, headsets). This object includes repairs done by county maintenance personnel and bar code labels (if blank).
- 0530: Periodicals, newspapers, online subscriptions. (WebPath Express, Tumblebooks)
- 0590: Professional books.
- 0611: Library books (with processing) for opening **new** school libraries.
- 0612: Library books for existing libraries (with processing).
- 0621: Audiovisual materials if \$750 or more
- 0622: Audiovisual materials if \$749.99 or less.
- 0641: Equipment if \$750 or more.
- 0642: Equipment if \$749.99 or less.
- 0643: Computer hardware and accessories if \$750 or more.
- 0644: Computer hardware and accessories if \$749.99 or less.
- 0648: Furniture if \$750 or more.
- 0649: Furniture if \$749.99 or less.
- 0691: Software if \$750 or more.
- 0692: Software if \$749.99 or less.

LIST OF MEDIA'S MOST USED OBJECT CODES

- 0350: *Repairs and Maintenance***
Maintenance on copiers, PHD Panthers Barcode Scanners, other extended warranties on equipment.
- 0360: *Rentals***
AR Software Maintenance
RC Software Maintenance
Movie Licensing U.S.A.
- 0390: *Other Purchased Services***
Bookbinding
Barcodes
- 0391: *County Print Center Purchases ONLY***
- 0510: *Consumables***
Headphones Equipment straps Paperback books
Junction boxes Cables
Surge protectors Mouse
Blank videotapes Controller
Blank protector labels
Blank cassette tapes
Batteries
- 0530: *Subscriptions***
Magazines Newspapers
Periodicals
Electronic periodical databases
Online subscriptions (Tumblebooks, WebPath Express)
- 0590: *Professional Materials***
Reference books
Workshop materials
- 0612: *Library Books***
Printed barcodes & protectors when purchased with books
- 0621: *Audiovisual Materials over \$750***
- 0622: *Audiovisual Materials less than \$750***
Maps Wall screens
Globes Charts
Films Posters
Filmstrips Models
Videotapes Exhibits
Electronic games Video laser disks
DVDs
Educational calculators

(i.e. Math Explorer)

0630: *Items attached to building*

Louver blinds

Shelving attached to wall

Racks to hold maps/newspapers

0641: *Equipment over \$750*

0642: *Equipment less than \$750*

Cameras

Boom Box

Screens on tripod

Globes on stands

Video camera lights

**0643: *Computer Hardware & Accessories
over \$750***

**0644: *Computer Hardware & Accessories
less than \$750***

0648: *Furniture over \$750*

0649: *Furniture less than \$750*

AV Carts

TV Carts

0691: *Software over \$750*

0692: *Software under \$750*

Software

Data conversion

ORDERING PROCEDURES

I. County Requisition for Supplies and Equipment

- A. Refer to county bid list which is updated yearly for equipment vendors. To order equipment after the expiration of the bid list or equipment not on the bid list, contact the district purchasing office.
- B. More than one object number may not be used on a requisition form
- C. If ordering no more than thirty items from one company you may turn in only one copy of the requisition to the school office. If ordering more than 30 items from the same company, you must turn in four copies of the requisition. Be sure to make an extra copy for your files and possibly one for your principal's files as well
- D. Place the library media specialist's name on the requisition
- E. Write in the cost center, fund, function, object, and project on the requisition.
- F. Orders under \$30.00 must be justified by a written statement attached to the requisition.

II. Warehouse Requisitions

Consumable supplies must be ordered through the county warehouse if available.

**INSTRUCTIONS FOR
CLAY COUNTY SCHOOL BOARD
REQUISITION FOR SUPPLIES AND EQUIPMENT**

- (1) Requisition number assigned by TERMS when the purchase order is entered.
- (2) Date of requisition.
- (3) Purchase order number assigned by TERMS when the requisition is posted by Purchasing Department.
- (4) Name, address, and vendor number of company.
- (5) Name and phone number of your contact person within the company.
- (6) Fund will always be 0100 unless the project is Title V for Title V, the Fund is 0420.
- (7) Function is always 6200.
- (8) Object code designates the kind of article(s) purchased or the service(s) obtained.
- (9) Request Center is your school's Cost Center number.
- (10) Project designation number is used for special funding such as 1072 or 4062. If regular funds are expended, the project number will be 0000.
- (11) Ship to is your school's cost center number again – where the article(s) or service(s) purchased will be delivered or performed.
- (12) If the item(s) you are ordering are on a local bid list, a state bid list, or another county's bid list, the bid number goes here.
- (13) The catalog number of the article which was assigned by the company.
- (14) Name and description (color, size, etc.) of article(s) ordered.
- (15) How many of each individual article is being ordered.
- (16) Price per individual article if more than one is being requested.
- (17) Total price of article(s) ordered on that line of the requisition.
- (18) The amount of discount if any.
- (19) Estimated or actual shipping costs.
- (20) Total of all articles ordered minus the discount, plus shipping charges.
- (21) The name of your school.
- (22) Your name.
- (23) Principal or designated school administrator must sign here before the requisition can be submitted to the bookkeeper for ordering.

For printable version click on hyperlink: [13500.pur.pdf - Requisition for Supplies and Equipment](#)

SCHOOL DISTRICT OF CLAY COUNTY
REQUISITION FOR SUPPLIES & EQUIPMENT

REQUISITION NUMBER: (1) DATE: (2)

P. O. NUMBER: (3)

COMPANY (4)

ADDRESS OF COMPANY (5)

FUND or (6) REQUEST CENTER (9)

FUNC. (7) PROJECT (10)

OBJECT (8) SHIP TO (11)

CONTACT PERSON/PHONE NUMBER

 (12)
 BID NUMBER

SEQ	RF	CAT.#	DESCRIPTION	QTY/UNIT	UNIT PRICE	TOTAL PRICE
		<u>(13)</u>	<u>(14)</u>	<u>(15)</u>	<u>(16)</u>	<u>(17)</u>

USE SEPARATE FORMS FOR EACH DIFFERENT COMPANY. BE SURE TO GIVE COMPLETE COMPANY ADDRESS. WHEN SUBMITTING MORE THAN ONE ORDER TO THE SAME COMPANY WITH THE SAME BUDGET CODING, COMBINE REQUISITIONS. LIST BUDGET CODING, SHIPPING, DISCOUNTS, ORDER TOTAL, APPROPRIATE SIGNATURE AND ANY OTHER NECESSARY INFORMATION TO COMPLETE THE ORDER. UNDER TERMS SOFTWARE YOU ARE ALLOWED TO ENTER MULTIPLE PAGE ORDERS (APPROX. 30 LINES).

DISCOUNT (18)
 SHIP CHGS. (19)
 TOTALS (20)

NAME OF SCHOOL/DEPARTMENT (21)

ATTENTION: (22)

 (23)
 PRINCIPAL or ADMINISTRATOR

LIBRARY MEDIA CENTER INTERNAL FUNDS

The sole purpose for the existence of internal funds is to promote the general welfare, education, and morale of all students and to finance the activities of School Board sanctioned co-curricular organizations. A well-planned program for internal funds will ultimately enrich the curriculum, provide new learning experience, promote interest in classroom work, and improve morale and discipline. Section 237.02 Florida Statutes and 6A-1.097 State Board of Education Rules designate the responsibility of internal funds to the school boards and directs the boards to adopt written policies governing the receipt and disbursement of funds.

The principal of each school is solely and fully responsible to the School Board for all internal fund activities within the school. The bookkeeper is responsible for maintaining the records to document internal fund transactions and for directing the principal's attention to any transaction which is unusual or does not conform with the policies and procedures outlined in the Clay County Internal Accounts Manual.

These funds should be set up in a subaccount and held in trust as follows:

Receipts for the internal account may include book fair receipts, charitable donations to support book collections, and other library fund raisers. Expenditures may include library equipment, supplies, furniture, repairs, technical services and travel (including registration fees) for conferences not funded by the School Board.

The following procedures should be followed when district funds are not available to pay for professional training and/or travel:

1. Decision is made by school administration and library media specialist as to whether the library media center trust will reimburse expenses.
 2. Library media specialist submits Application for Leave to the appropriate department.
 3. The proper internal trust fund disbursement procedures are then followed to cover expenses. This includes turning in receipts, registration, accommodations, gas, meals, etc.
- ❖ The following form must be submitted before each fundraising event occurs.
[13025.bad.pdf - Fund Raiser Application and Financial Recap](#)

**SCHOOL DISTRICT OF CLAY COUNTY
INTERNAL FUND
FUND RAISER APPLICATION AND FINANCIAL RECAP**

School _____ Club _____
 Beginning Sale Date _____ Ending Sale _____
 Who will do the selling? _____ Where? _____
 For what purpose(s) will the proceeds be used? _____

Description of the product(s) sold _____

Vendor name _____ Vendor phone number _____
 Vendor address _____ Representative _____

This is the 1st ___ 2nd ___ 3rd ___ 4th ___ 5th ___ money raising activity this year for this organization or club.

EXPECTED INCOME

Expected Total Sales Income _____
 Expected Total Cost _____
 Expected Net Profit _____
 Expected Percentage Profit _____

I am familiar with the school's and the Board's policies regarding the sale of merchandise at school and in the community. No door-to-door sales will be involved in this fund raiser. I accept responsibility for the sales tax collection and cash collections involved.

Approved by _____ Date _____ Sponsor _____ Date _____
 Principal/Designee

FINANCIAL RECAP

Financial Recap to be completed within three weeks following delivery of items sold

INVENTORY (Product Sales Only)

Total number of items to be sold _____
 Actual number of items sold _____
 Number of items returned to vendor _____
 Number of items retained _____ (provide explanation)
 Number of items unaccounted for _____ (provide explanation)

ACTUAL INCOME (Product Sales and Sale of Services)

Total sales income _____
 Total cash receipts _____ (Provide explanation if total
 Total cost _____ cash receipts do not equal
 Net profit _____ total sales income.)

Verified by Sponsor _____ Date _____

BAD-1-3025 E 06/18/2005

**CLAY DISTRICT SCHOOLS
INTERNAL FUNDS
INSTRUCTIONS FOR REQUEST FOR PURCHASE APPROVAL AND CHECK
REQUISITION**

1. School name and number
2. Name of sponsor, teacher, or activity
3. Description of merchandise, service, or refund to be provided
4. Estimated total price
5. Name of company from whom merchandise or service will be purchased or name of person to whom refund is to be made
6. Signature of sponsor/teacher and date
7. Signature of principal and date
8. Space provided for the bookkeeper's initials, indicating sufficient funds are available in account

INFORMATION BELOW ASTERISKS SHOULD BE COMPLETED ONLY AFTER RECEIPT OF GOODS.

9. Vendor name and address
10. Actual amount of check
11. Class, club, department, or activity which should be charges for this purchase
12. Signature of sponsor/teacher signifying receipt of goods purchased and date
13. Signature of principal and date
14. Check number and check date to be completed by bookkeeper

Distribution of copies:

Upon initial approval –
Pink/bookkeeper
White and yellow returned to sponsor

Upon receipt of goods:

Information below asterisks is to be completed by sponsor. White and yellow copies go to bookkeeper along with receipt of invoice.

After check is written:

Bookkeeper returns completed yellow copy to sponsor for filing.

White copy is filed with invoice/receipt.

❖ If you have questions, consult your bookkeeper.

❖ For printable version click on hyperlink:

[13021.bad.pdf - Internal Funds Request for Purchase Approval and Check Requisition](#)

**SCHOOL DISTRICT OF CLAY COUNTY
INTERNAL FUNDS
REQUEST FOR PURCHASE APPROVAL AND CHECK REQUISITION**

School: (1) Cost Center # (1)

It is requested that (2)
(Faculty Member or Activity)

receive approval for (3)
(Merchandise, service, refund)

Price is not to exceed \$ (4) Vendor: (5)

Requesting Authorization: (6) Date: (6)
(Faculty Member's Signature)

Approved for Purchase: (7) Date: (7)

 (8)
(Bookkeeper's Signature)

Check is to be made payable to: (9)
(Name)

 (9)
(P.O. Box or Street No.) (City) (State) (Zip)

For the amount of \$ (10) Account to be paid out of (11)

Requesting payment: (12) Date: (12)
(Faculty Member's Signature)

Approved for payment: (13) Date: (13)
(Principal's Signature)

Check Number: (14) Check Date: (14)

Original: Sponsor/Bookkeeper Copy 1: Sponsor Copy 2: Bookkeeper - after initial approval

SCHOOL DISTRICT OF CLAY COUNTY
INSTRUCTIONS FOR INTERNAL FUND PURCHASE REQUISITION

1. School name and address
2. Vendor name and address
3. Purchase order number to be added by bookkeeper
4. Date order was placed
5. Date on which order was received
6. Name of sponsor/teacher
7. The specific activity account for which this expense is incurred
8. How many of the object(s) are being ordered
9. Quantity desired (each, box, carton, etc.)
10. Order number & name of items being ordered
11. How much each individual unit costs
12. Total cost for all items ordered (multiply QTY x Unit Cost)
13. If there is a discount, put the amount here
14. Always add shipping costs here; if you are not sure, call the company for exact shipping charges
15. Subtract discount from Sub Total, then add Shipping for TOTAL
16. All bookkeepers are keepers of the tax certificate. Obtain the Tax Certificate number from her/him
17. Sponsor's signature
18. Principal's signature
19. Bookkeeper fills out this section
20. After items are received, sponsor signs here
21. Date items were received.

For printable version click on hyperlink:

[13022.bad.pdf - Internal Fund Purchase Requisition](#)

**SCHOOL DISTRICT OF CLAY COUNTY
INTERNAL FUND PURCHASE REQUISITION**

(1)
(School Name)

(Street Address)

(City - State - Zip Code)

VENDOR: _____
(2)

PURCHASE ORDER NUMBER	(3)
ORDER DATE	(4)
DELIVERY DATE	(5)
SHIP TO	(6)
ACCOUNT CHARGED	(7)

VENDOR INSTRUCTIONS

1. The P.O. # must appear on all correspondence reflecting to the order.
2. Bill and send invoices directly to the school.
3. Send invoices in triplicate.
4. To be valid, all purchases must be made on this form and bear the signature of the Principal.

QTY	UNIT	DESCRIPTION OF ITEMS	UNIT COST	TOTAL
(8)	(9)	(10)	(11)	(12)

SUB TOTAL	(13)
DISCOUNT	(14)
SHIPPING	(15)
TOTAL	(15)

(16) This purchase is for school use and is exempt from Federal Excise Tax, Transportation Tax, and Sales Tax. FT. Sales Tax Exemptor Cert # _____
 _____ This purchase is not for school use and is subject to taxes applicable.

OFFICE USE ONLY (17)
PAYMENT AUTHORIZATION
 Check Payable to: _____
 Check Date: _____ Check No. _____
 Check Amount: _____
 Approved by: _____
 (Principal's Signature)

(17)
SPONSOR

(18)
PRINCIPAL/ASST. PRINCIPAL

Received in good order: (Sponsor) (20) _____ Date: (21) _____

BAD-1-3022 E. 07/30/2010 Original Vendor Copy 1: Bookkeeper Copy 2: Sponsor Copy 3: Sponsor/Bookkeeper

COMPREHENSIVE PLANNING

PLANNING POLICY

In order to provide optimum services, the media specialist must have a plan for improvement of each aspect of the overall media program. It is strongly recommended that the media specialist develops a comprehensive plan.

COMPREHENSIVE PLAN

Every library media specialist should make plans for the library media center for the upcoming year. A written comprehensive plan is an effective way to show the principal, staff, and School Improvement Committee the needs of your media center.

This plan should include goals, objectives, an action plan, and evaluation. Items which could be included are the addition of networked computers for student/teacher use, maintenance of SACS Standards for library materials, replacement of worn or broken equipment, addition of new technologies, professional development activities, etc.

This plan should be written and shared with the principal and SAC before the principal begins planning for the school's budget year. For schools requesting District Media support, February is the target date. One copy of your plan should be discussed with your principal, one copy should be discussed with the SAC, and one copy should go to the District Media Specialist.

Ask your administrators if there are district forms.

TIPS FOR SUCCESSFUL PLANNING

- **Be realistic. Work with the same basic figures as last year.**
- **Make sure you fill out the Needs Assessment and return it to the District Media Specialist in February for the District Comprehensive Plan. If you are requesting district help for some expensive items, these items MUST be listed on the Needs Assessment.**
- **Set an appointment with your principal and SAC to discuss your plan when it is completed. Don't just put it down on someone's desk and walk away without talking about it.**

The District Media Specialist will calculate an annual book count report for each school in February using Destiny Online. This will show the number of books per student in each library media center and is used for the District Comprehensive Plan. The major function of this report is to ensure that all schools in Clay County meet SACS standards.

SAMPLE

**CLAY COUNTY SCHOOL BOARD
LONG-RANGE IMPROVEMENT GOALS**

Dept/Division _____ Year _____

SAMPLE CLAY COUNTY SCHOOL WILL...

1. Maintain a media center with responsibility for providing services and support in all areas of the curriculum to faculty, staff, and students.
 - A sufficient collection of up-to-date media materials in all formats to meet the educational needs of the student population and to support the instructional program.
 - Sufficient qualified professional, technical, and clerical staff to provide services required for effective utilization and management of the available resources.
 - Access to distance learning providers (Channel 29).
 - Access to cooperative resource sharing within district, region, and state through Destiny and Sunlink.
 - A planned program of training and educational activities designed to enable students and staff to access and utilize available resources.
 - A program that maintains awareness of current technological developments.

**CLAY COUNTY SCHOOL BOARD
ANNUAL IMPROVEMENT OBJECTIVES**

Dept/Division Sample Clay County School Library

District: Clay
Year: 2006/07

Priority Objectives (Improvements to be made)	Action Plan (Actions to be taken to Make Improvement: Who, What When, Where How)	RESULTS	
		M=Met; P=Partially; N=Not Met; I=In Progress; A=Abandoned	
1. Maintain printed material collection to adhere to SACS requirements and to meet curriculum needs.	Suggested amount per student is \$10; average cost of library book is \$25 for elementary and \$28 for secondary - \$5,000 Purchase of SSYRA/Teens Read/FRA books to promote reading - \$500 Renew print magazine subscriptions - \$500	Comments	

**CLAY COUNTY SCHOOL BOARD
ANNUAL IMPROVEMENT OBJECTIVES**

Dept/Division Sample Clay County School library

District Clay
Year 2006/07

<p>2. Maintain and enhance audiovisual materials that support the curriculum</p> <p>3. Replace worn and broken AV equipment; add new technologies</p>	<p>DVD programs to accompany textbooks - \$1,000</p> <p>3 US maps - \$123 each – (\$396)</p> <p>1 Florida map - \$123</p> <p>Purchase 2 multi-media projectors - \$1600</p> <p>Purchase 2 mobile presenters - \$800</p>	<p>Comments</p>	

**CLAY COUNTY SCHOOL BOARD
ANNUAL IMPROVEMENT OBJECTIVES**

Dept/Division: Clay County Sample School Library

District: Clay

Year _____

Priority Objectives (Improvements to be made)	Action Plan (Actions to be taken to Make Improvement: Who, What When, Where How)	RESULTS	
		M=Met; P=Partially; N=Not Met; I=In Progress; A=Abandoned	
4. Provide current information to staff and students via the Internet	<ul style="list-style-type: none"> ○ Subscribe to Follett's WebPath Express - \$399 ○ Train staff and students on purchased online databases and Destiny 	Comments	

**CLAY COUNTY SCHOOL BOARD
ANNUAL BUDGET DETAIL**

Dept/Division: Clay County Sample School Library Function: 6200 Year: 2006/07

<u>OBJECT</u>	<u>AMOUNT</u>	<u>NOTES & EXPLANATIONS</u>
0530	\$899	Magazine Renewals Subscription to WebPath Express
0612	\$5500	Books
0622	\$1600	DVDs Maps
0641	\$1600	2 multimedia projectors
0644	\$800	2 mobile Blackberry whiteboard presenters
<u>Total:</u>	<u>\$10,399</u>	

PROFESSIONAL DEVELOPMENT

EVALUATION

Media Specialists and Media Tech Assistants are evaluated according to the current county instrument (CAS). For additional information, see the administrators at your school.

21st Century Library Media Programs in Florida's K-12 Schools ExC³EL – Expectations for Collaboration, Collections, and Connections to Enhance Learning: A Program Evaluation Rubric

School Library Media Programs use the ExC³EL rubric to evaluate the following six components:

- **Instruction**
- **Curriculum/Assessment Support**
- **Resource Management**
- **Program Administration**
- **Environment**
- **Advocacy**

For details about ExC³EL refer to: http://www.fldoe.org/bii/Library_Media/



Florida Power-Library Schools Program

Using the ExC³EL evaluation rubric, Florida School Library Media Centers can strive to become identified as Florida Power-Library Schools. For details on how to be designated a Florida Power-Library School, go to <http://fasmnet.org/fpl.html>.

21st Century Library Media Programs in Florida's K-12 Schools

ExC³EL – Expectations for Collaboration, Collection, and Connections to Enhance Learning: A Program Evaluation Rubric

Instruction <i>The library media program enhances student achievement through a systematically, collaboratively planned instructional program.</i>				
Components	Entering	Developing	Advancing	
Information literacy	<ul style="list-style-type: none"> <input type="checkbox"/> Information literacy skills instruction is not integrated into school's instructional program. *AP4/AP5/AP6/AP8/AP9/AP10 	<ul style="list-style-type: none"> <input type="checkbox"/> Information literacy skills instruction peripherally integrated into instructional program. *AP4/AP5/AP6/AP8/AP9/AP10 <input type="checkbox"/> Student achievement data used to plan library media instructional program. *AP1 	<ul style="list-style-type: none"> <input type="checkbox"/> Information literacy skills instruction embedded into instructional program. *AP4/AP5/AP6/AP8/AP9/AP10 <input type="checkbox"/> Student achievement and automated systems data used to plan LM instructional program. *AP1 <input type="checkbox"/> Students' ability to locate, evaluate, and use information is evidenced by assignments reflecting learning skills and problem solving *AP4/AP6/AP8/AP9/AP10 	<ul style="list-style-type: none"> <input type="checkbox"/> Information literacy skills instruction systematically embedded into instructional program. *AP4/AP5/AP6/AP8/AP9/AP10 <input type="checkbox"/> Student achievement and automated systems data used to plan and modify LM instructional program. *AP1 <input type="checkbox"/> Students' ability to locate, evaluate, and use information is evidenced by assignments reflecting learning skills and problem solving using a variety of sources accurately and ethically. *AP4/AP6/AP8/AP9/AP10
Literature appreciation and Literature-based instruction	<ul style="list-style-type: none"> <input type="checkbox"/> Literature appreciation instruction/activities is not integrated into instructional program. *AP4/AP5/AP6/AP7/AP8/AP9 	<ul style="list-style-type: none"> <input type="checkbox"/> Literature appreciation instruction/activities are integrated into instructional program. *AP4/AP5/AP6/AP7/AP8/AP9 	<ul style="list-style-type: none"> <input type="checkbox"/> Literature appreciation instruction/activities systematically embedded into instructional program. *AP4/AP5/AP6/AP7/AP8/AP9 	<ul style="list-style-type: none"> <input type="checkbox"/> Literature appreciation instruction/activities systematically embedded into instructional program. *AP4/AP5/AP6/AP7/AP8/AP9
Collaborative planning	<ul style="list-style-type: none"> <input type="checkbox"/> Limited evidence of collaboration between LM program and classroom instruction * AP2/AP3 	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of reactive collaboration between LM program and some grade levels/subject areas *AP2/AP3/AP10/AP11 <input type="checkbox"/> Meetings are usually brief and informal. *AP3/AP10/AP11 <input type="checkbox"/> Most lessons taught independently of classroom content. *AP10/AP11 <input type="checkbox"/> Adequate use of LMC resources *AP10/AP11 	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of proactive collaboration between LM program and grade levels/subject areas *AP2/AP3/AP10/AP11 <input type="checkbox"/> Long and short range planning is evident. *AP10/AP11 <input type="checkbox"/> LM program written policies, goals and objectives ensure information literate students. *AP10/AP11 <input type="checkbox"/> Lessons embedded into curriculum *AP10/AP11/AP12 <input type="checkbox"/> Adequate use of LMC resources *AP9 <input type="checkbox"/> Evidence of teacher collaboration is available in LMC and classrooms. *AP2/AP10/AP11 	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of systematic collaboration between LM program and grade levels/subject areas *AP2/AP3/AP10/AP11 <input type="checkbox"/> Full instructional planning partnership team exists between classroom and LM program. *AP2/AP10/AP11 <input type="checkbox"/> LM program written policies, goals and objectives ensure information literate students. *AP10/AP11 <input type="checkbox"/> LMC program embedded into curriculum. *AP10/AP11/AP12 <input type="checkbox"/> Extensive use of LMC resources *AP9 <input type="checkbox"/> Evidence of collaborative development, implementation and assessment of instructional lessons and units is available in LMC and classrooms. *AP2/AP10/AP11

* Educator Accomplished Practices (<http://www.fdoe.org/dpe/publications.asp>)

The library media program enhances student achievement by supporting all facets of the instructional program.				
Curriculum/ Assessment Support	Entering	Developing	Advancing	Outstanding
Reading promotion and guidance	<input type="checkbox"/> Reading guidance primarily provided to whole classes during regularly scheduled LMC visits. *AP8 <input type="checkbox"/> Reading promotion activities, displays, etc. occasionally provided. *AP9	<input type="checkbox"/> Reading guidance provided to individuals for selecting reading materials to meet personal needs. *AP6/AP8 <input type="checkbox"/> Reading promotion activities, displays, etc. regularly provided. *AP9/AP10 <input type="checkbox"/> Opportunities regularly provided to participate in reading promotions (i.e., bookfairs, Battle of the Books, National School Library Media Month). *AP10 <input type="checkbox"/> Schoolwide computer-based reading motivation program and SSYRA Program supported/coordinated through LM program, if applicable. *AP12	<input type="checkbox"/> LM program includes reading, listening, viewing through a variety of activities. *AP2/AP6/AP8/AP9 <input type="checkbox"/> Reading promotion activities, displays, etc. coordinated with instructional program. *AP9/AP10 <input type="checkbox"/> Reading research used to plan instructional program. *AP1/AP7/AP10 <input type="checkbox"/> LM program actively involved in schoolwide computer-based reading motivation program and SSYRA Program, if applicable. *AP12	<input type="checkbox"/> Collaboratively planned LM program includes reading promotion activities, displays, etc. that support the instructional program. *AP2/AP6/AP8/AP9/AP10 <input type="checkbox"/> LM program provides reading activities with large groups, small groups and individuals. *AP7/AP10 <input type="checkbox"/> Collaboratively planned program with teachers provides a unified approach to literacy and reinforces reading strategies through a variety of activities. *AP2/AP7/AP10/AP11 <input type="checkbox"/> LM program actively involved in coordinating schoolwide computer-based reading motivation program and SSYRA Program, if applicable. *AP12 <input type="checkbox"/> Importance of reading and literacy is evidenced through LMC publications, promotions and activities. *AP2/AP12
Instructional support	<input type="checkbox"/> Materials, reserve collections, bibliographies, etc. are occasionally provided. *AP9	<input type="checkbox"/> Materials, reserve collections, bibliographies, websites, etc. are occasionally provided or when requested. *AP10/AP11/AP12	<input type="checkbox"/> Materials, reserve collections, bibliographies, websites, etc. are provided in conjunction with collaborative planning. *AP2/AP10/AP11/AP12	<input type="checkbox"/> Systematic consultations and planning occur with instructional design team and/or curriculum council to ensure maximum use of LMC resources. *AP2/AP10/AP11/AP12 <input type="checkbox"/> Staff development sessions offered by or coordinated through LM program. *AP3/AP5/AP8/AP11
Student/teacher production	<input type="checkbox"/> Curriculum-based production activities are rarely provided. *AP9	<input type="checkbox"/> Reactively complies with requests for student or teacher production activities (i.e., laminating, word processing). *AP10/AP11/AP12	<input type="checkbox"/> LM program includes proactively planning with teachers for production activities (i.e., video essays, PowerPoint presentations, brochures). *AP2/AP10/AP11/AP12	<input type="checkbox"/> LM personnel included on an instructional design team and/or curriculum council to provide production resources and activities for teachers and students. *AP10/AP11/AP12
School Improvement Plan	<input type="checkbox"/> No involvement with the School Advisory Council or School Improvement Plan	<input type="checkbox"/> Limited involvement with the School Advisory Council or School Improvement Plan	<input type="checkbox"/> LMS is a member of the School Advisory Council and the library media program mentioned in the School Improvement Plan	<input type="checkbox"/> LMS regularly attends School Advisory Council meetings and library media program is integrated into the School Improvement Plan

* Educator Accomplished Practices (<http://www.fldoe.org/dpe/publications.asp>)

The library media program provides appropriate, accurate and current resources in all formats to meet the needs of the learning community.			
Resource Management	Entering	Developing	Advancing
Components Collection http://www.sacs.org/	<input type="checkbox"/> Limited dated and unattractive resources (print, nonprint, and electronic) that meet some curricular and recreational needs *AP12 <input type="checkbox"/> Age of collection is older than state average (SUNLINK data) *AP1	<input type="checkbox"/> Current and attractive resources (print, nonprint, and electronic) that meet curricular and recreational needs *AP5/AP9/AP12 <input type="checkbox"/> List of resources beyond the LMC available (i.e., community resources, museums, public libraries) *AP9/AP12 <input type="checkbox"/> Age of collection is approximately state average (SUNLINK data) *AP1	<input type="checkbox"/> Systematic additions of current resources (print, nonprint, and electronic) responsive to curricular and recreational needs *AP5/AP9/AP12 <input type="checkbox"/> Resources reflect school's cultural diversity *AP5 <input type="checkbox"/> Materials in other languages, as appropriate *AP5 <input type="checkbox"/> Resources beyond the LMC available via computer software, Internet, etc. *AP12 <input type="checkbox"/> Age of collection is newer than state average. (SUNLINK data) *AP1
Organization	<input type="checkbox"/> Some resources processed using Dewey Decimal Classification System *AP6 <input type="checkbox"/> Online catalog missing <input type="checkbox"/> No signage or inaccurate signage <input type="checkbox"/> Use of SUNLINK for technical processing or accessing information *AP12	<input type="checkbox"/> Resources processed and shelved using Dewey Decimal Classification System *AP6 <input type="checkbox"/> Online catalog not accurate *AP8/AP12 <input type="checkbox"/> Signage that allows for independent use of resources *AP7/AP9 <input type="checkbox"/> SUNLINK participation and "in good standing" *AP8/AP12	<input type="checkbox"/> All resources processed and shelved using Dewey Decimal Classification System. *AP6/AP8/AP9 <input type="checkbox"/> Online union catalog accurate with ongoing maintenance *AP12 <input type="checkbox"/> Attractive, professionally produced signage that allows for independent use of resources; constantly updated *AP9 <input type="checkbox"/> SUNLINK participation and "in good standing" *AP12
Acquisition	<input type="checkbox"/> No written collection development plan <input type="checkbox"/> Dependent on donations <input type="checkbox"/> Limited consideration file	<input type="checkbox"/> Written collection development plan with goals and objectives *AP1/AP10 <input type="checkbox"/> Ongoing consideration file *AP10 <input type="checkbox"/> Limited use of review sources *AP6/AP10	<input type="checkbox"/> Written collection development plan reviewed/revise every two years with approval of Library Advisory Board. *AP1/AP10 <input type="checkbox"/> Ongoing consideration file of reviewed and recommended print, nonprint, and electronic materials *AP10 <input type="checkbox"/> Use of review sources, electronic collection analysis tools *AP6/AP10/AP12
Maintenance	<input type="checkbox"/> Sporadic, unplanned weeding	<input type="checkbox"/> Continuous and/or intermittent weeding *AP6/AP10	<input type="checkbox"/> Planned, deliberate weeding program, using systematic analysis *AP6/AP10

* Educator Accomplished Practices (<http://www.fldoe.org/dpe/publications.asp>)

Technological processes and resources enhance learning and serve as an infrastructure for administering a properly staffed and well-funded library media program.			
Program Administration	Entering	Developing	Advancing
Components	Entering	Developing	Advancing
Staff	<input type="checkbox"/> Part time or no certified LMS <input type="checkbox"/> Part time or no clerical person	<input type="checkbox"/> Full time certified LMS <input type="checkbox"/> Full time clerical person	<input type="checkbox"/> Full time certified LMS with additional certified LMSs according to student population (Student/LMS ratio lower) <input type="checkbox"/> Full time clerical person with additional staff according to student population (Student/clerk ratio lower)
Budgeting	<input type="checkbox"/> Budget supplied by administration with no LMC input.	<input type="checkbox"/> LMC budget based on program and collection evaluation. *AP1/AP10 <input type="checkbox"/> Budget is adequate to meet needs.	<input type="checkbox"/> LMC annual budget based on short and long-term goals. *AP1/AP10 <input type="checkbox"/> Complete budget based on program and collection evaluation and developed with teacher/student input. *AP1/AP10/AP11 <input type="checkbox"/> Administration requests annual meeting for explanation and justification of requests. *AP2/AP10 <input type="checkbox"/> Budget is adequate to meet needs. <input type="checkbox"/> State and local funds are represented proportionally.
Access	<input type="checkbox"/> Very limited access due to scheduled classes (Half or more of day LMC closed) <input type="checkbox"/> LMC is rigidly scheduled most of the time. <input type="checkbox"/> LMC is frequently closed for events such as testing, meetings, staffings, etc.	<input type="checkbox"/> LMC open before, after school and during lunch *AP9 <input type="checkbox"/> Flexible scheduling for maximum access throughout day *AP9/AP9 <input type="checkbox"/> Internet-delivered online resources for 365/24/7 access *AP12	<input type="checkbox"/> LMC open before school and during lunch with extended afterschool hours three or more afternoons per week *AP9 <input type="checkbox"/> Flexible scheduling for maximum access throughout day *AP6/AP9 <input type="checkbox"/> Internet-delivered online resources for 365/24/7 access *AP12
LMC Internet site	<input type="checkbox"/> No LMC website or static site and information (under construction) *AP12	<input type="checkbox"/> Basic information about the LMC provided by a LMC website and updated regularly. *AP12	<input type="checkbox"/> LMC website linked from school homepage and evident on the school homepage. *AP12 <input type="checkbox"/> LMC website organized to provide access to information to meet student and faculty needs. *AP12 <input type="checkbox"/> LMC website reflects mission of the program and primary program elements: reading, information literacy, and technology. *AP12 <input type="checkbox"/> LMC website provides access to online databases from school and home. *AP12

* Educator Accomplished Practices (<http://www.fldoe.org/dpe/publications.asp>)

Components	Entering	Developing	Advancing	Outstanding
Technology (information retrieval – production activities – television distribution)	<input type="checkbox"/> Few older or no workstations <input type="checkbox"/> No student production <input type="checkbox"/> Limited traditional audiovisual equipment (i.e., listening and video) <input type="checkbox"/> No television distribution <input type="checkbox"/> No technology plan	<input type="checkbox"/> Low student-to-workstation ratio for information retrieval (internet access) *AP12 <input type="checkbox"/> Occasional student/teacher production activities *AP12 <input type="checkbox"/> Limited, but current audiovisual equipment *AP12 <input type="checkbox"/> Peripherals available to students and teachers (for example, printers, audio and visual recording devices), *AP12 <input type="checkbox"/> Television distribution system (1 to 2 channels) *AP12 <input type="checkbox"/> LMC technology plan *AP12	<input type="checkbox"/> Adequate student-to-workstation ratio for information retrieval (high-speed internet access) *AP12 <input type="checkbox"/> Computer hardware available for checkout *AP12 <input type="checkbox"/> Adequate student-to-workstation ratio for production activities *AP12 <input type="checkbox"/> Special needs workstation *AP12 <input type="checkbox"/> Adequate, current audiovisual equipment provided *AP12 <input type="checkbox"/> Peripherals available to students and teachers (for example, printers, audio and visual recording devices), *AP12 <input type="checkbox"/> Software to meet student/teacher production needs *AP12 <input type="checkbox"/> Television distribution system (1 to 2 channels) *AP12 <input type="checkbox"/> Limited television studio *AP12 <input type="checkbox"/> LMC technology plan integrated into school's plan with refresh cycle every 5 years *AP12	<input type="checkbox"/> Low student-to-workstation ratio for information retrieval (high-speed internet access) *AP12 <input type="checkbox"/> Computer hardware available for checkout *AP12 <input type="checkbox"/> Low student-to-workstation ratio for production activities – hardware available for checkout *AP12 <input type="checkbox"/> Special needs workstations as needed *AP12 <input type="checkbox"/> Current audiovisual equipment provided as needed by instructional program *AP12 <input type="checkbox"/> Peripherals available to students and teachers (for example, scanners, printers, digital cameras, audio and visual recording devices, digital editing hardware and software, DVD burners, and digital projectors), *AP12 <input type="checkbox"/> LMC models the innovative technologies and use of technologies *AP12 <input type="checkbox"/> Television distribution system (3 or more channels) *AP12 <input type="checkbox"/> Complete television studio *AP12 <input type="checkbox"/> LMC technology plan integrated into school's plan with refresh cycle every 3 years *AP12
Technology (management)	<input type="checkbox"/> Automated circulation system planning in-progress *AP12 <input type="checkbox"/> Online catalog (OPAC) planning in-progress *AP12	<input type="checkbox"/> Automated circulation system functional *AP12 <input type="checkbox"/> Online catalog (OPAC) functional – available in LMC *AP12 <input type="checkbox"/> SUNLINK available to students and teachers *AP12	<input type="checkbox"/> Automated circulation system functional *AP12 <input type="checkbox"/> Online catalog (OPAC) functional – available on Intranet and internet – latest version of software *AP12 <input type="checkbox"/> Electronic sources accessed for reviews and purchasing *AP12 <input type="checkbox"/> E-mail used to communicate with teachers and administrators *AP2/AP12 <input type="checkbox"/> SUNLINK promoted and available to students and teachers; Interlibrary Loans initiated upon request. *AP12	<input type="checkbox"/> Automated circulation system functional – latest version of software *AP12 <input type="checkbox"/> Online catalog (OPAC) functional – available on Intranet and internet – latest version of software *AP12 <input type="checkbox"/> Electronic sources accessed for reviews and purchasing *AP12 <input type="checkbox"/> E-mail used to collaboratively plan with teachers *AP2/AP10/AP12 <input type="checkbox"/> E-mail used to communicate with colleagues *AP2/AP12 <input type="checkbox"/> SUNLINK used by students and teachers and Interlibrary Loan requests honored. *AP12
Program evaluation	<input type="checkbox"/> No LMC program evaluation	<input type="checkbox"/> Circulation and attendance statistics collected. *AP1	<input type="checkbox"/> Data from automated systems used for planning purposes. *AP1/AP10/AP12 <input type="checkbox"/> Surveys of teachers and students and needs assessments conducted to collect data. *AP1	<input type="checkbox"/> Data from a variety of sources, including the automated systems, used for making strategic decisions for LM programming. *AP1/AP10/AP12 <input type="checkbox"/> Input collected from students, teachers, and parents via surveys, interviews, and focus groups. *AP1

* Educator Accomplished Practices (<http://www.fdoe.org/dpe/publications.asp>)

<i>Effective library media programs provide an inviting, accessible and stimulating environment for individual and group use that share resources across the learning community.</i>			
Environment	Entering	Developing	Outstanding
Components	<ul style="list-style-type: none"> <input type="checkbox"/> No school library media facility Or <input type="checkbox"/> No flexibility in design – access for one class with no space for individual student use <input type="checkbox"/> Is not ADA compliant 	<ul style="list-style-type: none"> <input type="checkbox"/> Limited flexibility in design – access for one class with no space for individual student use <input type="checkbox"/> Meets ADA compliancy regulations 	<ul style="list-style-type: none"> <input type="checkbox"/> Very large, flexibly designed facility – access for one or more classes with space for production and presentations <input type="checkbox"/> Meets ADA compliancy regulations
Facility	<ul style="list-style-type: none"> <input type="checkbox"/> No appropriate library furniture Or <input type="checkbox"/> All large library tables 	<ul style="list-style-type: none"> <input type="checkbox"/> Large library tables with leisure seating 	<ul style="list-style-type: none"> <input type="checkbox"/> Large, flexibly designed facility – access for one or more classes with adequate space for individual student use <input type="checkbox"/> Meets ADA compliancy regulations
Furniture	<ul style="list-style-type: none"> <input type="checkbox"/> Quiet single class activities most frequent usage <input type="checkbox"/> Unattractive, disorganized, not maintained <input type="checkbox"/> Students/teachers do not feel welcome. 	<ul style="list-style-type: none"> <input type="checkbox"/> Large library tables with leisure seating, computer furniture 	<ul style="list-style-type: none"> <input type="checkbox"/> Small and large library tables for flexibility, leisure seating, ergonomic computer furniture, production
Climate	<ul style="list-style-type: none"> <input type="checkbox"/> Orderly single class and independent student learning activities occur. *AP9 <input type="checkbox"/> Clean and functional, but few current displays *AP9 <input type="checkbox"/> Students and teachers welcome, but do not initiate visits to LMC. *AP9 	<ul style="list-style-type: none"> <input type="checkbox"/> Variety of multiple simultaneous student learning activities occur. *AP9 <input type="checkbox"/> Appropriate, colorful, current displays changed frequently. *AP9 <input type="checkbox"/> Students regularly visit LMC to read and conduct research. *AP9 <input type="checkbox"/> Climate described as active and conducive to study and research. *AP9 	<ul style="list-style-type: none"> <input type="checkbox"/> Variety of multiple simultaneous student learning activities regularly occur. *AP9 <input type="checkbox"/> Appropriate, colorful, current displays coordinated with curricular agenda and student interests. *AP9 <input type="checkbox"/> Students and teachers regularly visit LMC to read, conduct research, and produce projects. *AP9/AP12 <input type="checkbox"/> Climate described as exciting, active and conducive to study and research. *AP9
Advocacy			
<i>The library media program and its initiatives are promoted throughout the learning community.</i>			
Components	<ul style="list-style-type: none"> <input type="checkbox"/> No school communication 	<ul style="list-style-type: none"> <input type="checkbox"/> No reports sent to administration. <input type="checkbox"/> Informal communication to teachers/students concerning LMC policies and procedures. *AP2 <input type="checkbox"/> LMC webpage available *AP12 	<ul style="list-style-type: none"> <input type="checkbox"/> Annual statistical report sent to administration. *AP1/AP2/AP12 <input type="checkbox"/> Monthly meeting with administration *AP2 <input type="checkbox"/> Teacher/student handbooks distributed. *AP2 <input type="checkbox"/> LMC internet homepage on school server. *AP2/AP12 <input type="checkbox"/> LMC webpage aligned with curricular and recreational needs, reflects mission, and is easy to access. *AP2/AP12
In-school	<ul style="list-style-type: none"> <input type="checkbox"/> Monthly or nine-week and annual statistical reports to administrators. *AP2/AP12 <input type="checkbox"/> Monthly meeting with administration *AP2 <input type="checkbox"/> Teacher/student handbooks distributed. *AP2 <input type="checkbox"/> LMC website aligned with curricular and recreational needs, reflects mission, and is easy to access. *AP2/AP12 <input type="checkbox"/> E-mail message reminders/announcements distributed. *AP2/AP12 <input type="checkbox"/> In-house newsletters/brochures distributed. *AP2/AP12 	<ul style="list-style-type: none"> <input type="checkbox"/> Monthly or nine-week and annual statistical reports to administrators. *AP2/AP12 <input type="checkbox"/> Monthly meeting with administration *AP2 <input type="checkbox"/> Teacher/student handbooks distributed. *AP2 <input type="checkbox"/> LMC website aligned with curricular and recreational needs, reflects mission, and is easy to access. *AP2/AP12 <input type="checkbox"/> E-mail message reminders/announcements distributed. *AP2/AP12 <input type="checkbox"/> In-house newsletters/brochures distributed. *AP2/AP12 	<ul style="list-style-type: none"> <input type="checkbox"/> Monthly or nine-week and annual statistical reports to administrators. *AP2/AP12 <input type="checkbox"/> Monthly meeting with administration *AP2 <input type="checkbox"/> Teacher/student handbooks distributed. *AP2 <input type="checkbox"/> LMC website aligned with curricular and recreational needs, reflects mission, and is easy to access. *AP2/AP12 <input type="checkbox"/> E-mail message reminders/announcements distributed. *AP2/AP12 <input type="checkbox"/> In-house newsletters/brochures distributed. *AP2/AP12

* Educator Accomplished Practices (<http://www.iflboe.org/dpe/publications.asp>)

Components	Entering	Developing	Advancing	Outstanding
Parents/ community	<input type="checkbox"/> No communications outside of school	<input type="checkbox"/> Parallel program/activities to schoolwide agenda provided; coordinated with schoolwide agenda. *AP10/AP11	<input type="checkbox"/> LMC parent involvement activities coordinated with teachers, administrators, and SIP initiatives (i.e., parent workshops and reading motivation activities and Internet resources for parents). *AP2/AP10/AP11 <input type="checkbox"/> Students and teachers have an awareness of resources and services of the local public library. *AP11/AP12	<input type="checkbox"/> LM parent involvement activities collaboratively planned with teachers, administrators, and SIP initiatives (i.e., parent workshops and reading motivation activities and Internet resources for parents). *AP2/AP10/AP11 <input type="checkbox"/> Local public librarians work collaboratively with LM program to provide resources and services to students, teachers, and parents. *AP10/AP12
Professionalism District/State/ National	<input type="checkbox"/> No involvement	<input type="checkbox"/> District level involvement with professional organization. *AP3 <input type="checkbox"/> Reads professional literature *AP3	<input type="checkbox"/> District and/or state level involvement with professional organizations. *AP3 <input type="checkbox"/> Reads professional literature *AP3 <input type="checkbox"/> Communicates with peers and other professionals via listservs, writing for publication, presentations *AP3/AP12	<input type="checkbox"/> District, state and/or national level involvement with professional organizations. *AP3 <input type="checkbox"/> Enhances the profession through contributions to listservs, committees, publications, conference presentations, etc. *AP3/AP12

JOB DESCRIPTIONS

Job Locator: L-2.1.03
Media Specialist
Position Grade: Teacher Salary Schedule
Evaluated by: School Principal

Job Description:

The Media Specialist is directly responsible to the School Principal and is responsible for developing, implementing, and administering a media program that supports classroom instruction and facilitates the acquisition of information literacy skills.

Responsibilities and Duties of this Position Include:

1. Plan, organize, implement, and supervise the program, collection, and staff of the school library media center.
2. Maintain and update written goals, objectives, policies, and procedures supporting both the educational objectives of the total school program and those of the library media program.
3. Evaluate and select a variety of materials and equipment based upon the curriculum, needs and interests of the students and staff.
4. Perform and/or coordinate the ordering, cataloging, processing, and maintenance of media and equipment for circulation.
5. Direct the activities of library media center support staff and volunteers.
6. Establish and maintain an accurate circulation system for media and equipment
7. Schedule use of equipment, materials, and space of the library media center to provide maximum access for students and faculty.
8. Plan and provide information literacy skills instruction for students and staff.
9. Work cooperatively with staff to integrate information literacy skills within the curriculum.
10. Provide production and technical assistance for students and faculty.
11. Maintain accurate inventories and indexes of the library media center's collection of materials and equipment.
12. Assist the Principal with the development of the library media center budget.
13. Provide an environment conducive to inquiry, research, study, and personal use by students and staff.
14. Promote the school library media program and resources to students, staff, and community.
15. Involve students, staff, and community in planning and evaluating the library media program.
16. Implement requirements of state law, county policies, and school building procedures.
17. Perform other duties as assigned by the Principal or his/her Designee.

Required Qualifications:

1. Valid Florida Educator's certificate in Educational Media Specialist K – 12.
2. Competency in the selection and use of library media materials and a minimum of six (6) hours in Media Management, Cataloging, or Reference, or an educational plan to complete six (6) hours within two (2) years of hire as a Library Media Specialist as evidenced by a college advisor.
3. Leadership abilities and a tolerance for stress.

Desired Qualifications:

1. Master's Degree with a major in Instructional Media or Library and Information Science.
2. Experience as a Media Specialist

Locator: C-3.7.17
Media Technical Assistant
Position Grade: Support Salary Schedule
Evaluated by: Principal

Job Description:

Performs technical, secretarial, and clerical duties to assist in the functioning of the school library media center.

Responsibilities and duties of this position include:

2. Maintains current bibliographic and inventory records of the media technology collection (books, software, kits, etc. and related equipment). Enters data to computer, runs and distributes reports for administrators and staff.
3. Instructs students and teachers in locating and using media/technology resources such as library books, magazines, audiovisual and video materials, computerized information databases, computer-based learning programs, and related media/technology equipment.
4. Enters student and circulation data on the computer and handles booking and circulating of school, district media center, and other interlibrary loan materials and equipment.
5. Operates computer network, including daily startup and shutdown of system, daily and weekly backup of files.
6. Distributes instructional television programs to classrooms via the school closed circuit television (CCTV) system. Loads and monitors audiovisual media for viewing.
7. May assist students and staff in production of live programming via the school CCTV system.
8. Provides secretarial services for media center operations, including meeting the public, word processing, statistics, record keeping, correspondence, and filing, as well as providing preventative care and maintenance of school media technology materials and equipment and school media center furnishings.
9. Assists in preparation of displays, bulletin boards, exhibits, and media productions.
10. Maintains an orderly and attractive media center, including materials, equipment, furnishings, and book shelves.
11. Troubleshoots computer and audio visual equipment when problems arise.
12. May contact, monitor, and train both adult and student volunteers.
13. May coordinate school book fair, including notifying classes of schedule, collecting money, and completing reports.
14. Processes new materials, verifying purchase orders, stamping ownership, entering data to computer system, and assigning barcode numbers.
15. May monitor students and/or read to students in the absence of the media specialist.
16. Performs inventory of materials and equipment in the media center, assists in preparation of annual book count and inventory reports.
17. Compiles and maintains records of additions and deletions for statewide Sunlink project.
18. Prepares and distributes overdue notices to students and staff. Collects monies for damaged and lost materials.
19. Performs other duties of a similar nature or level.

Required Qualifications:

1. Must be a high school graduate or have passed the G.E.D. equivalency examination.
2. Exhibit an interest in working with students.
3. Must demonstrate skills in keyboarding and knowledge of Windows-based computer applications, as documented by a passing score on the test administered by the Human Resources Division.
4. Must pass the secretarial/clerical skills test.

Desired Qualifications:

1. Experience in a media center or similar position
2. Two (2) years experience in operating DOS/Windows, Macintosh or network-based applications.

Board approved: 5/20/93
Revised: 3/21/96, 11/18/97

CERTIFICATION REQUIREMENTS EDUCATIONAL MEDIA SPECIALIST

<http://www.fldoe.org/edcert/rules16A-4-0251.asp>

6a-4.0251 Specialization Requirements for Certification in Educational Media Specialist (Grades PK – 12)—Specialty Class.

- (1) Plan One. A bachelor's or higher degree with an undergraduate or graduate major in educational media or library science, or
- (2) Plan Two. A bachelor's or higher degree with thirty (30) semester hours in educational media or library science to include credit in the areas specified below:
 - (a) Management of library media programs;
 - (b) Collection development. Courses in this area include: evaluation, selection, and maintenance of library media resources in print and nonprint formats;
 - (c) Library media resources. Courses in this area include: literature in both print and nonprint formats for both children and adolescents;
 - (d) Reference sources and services. Courses in this area include: print and electronic resources and techniques for providing information services;
 - (e) Organization of collections. Courses in this area include: classification and cataloging principles and techniques; and
 - (f) Design and production of educational media.

Specific Authority 1001.02, 1012.55, 1012.56 FS. Law implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History – New 7-1-92, Amended 7-17-2000.

NOTE: This is an excerpt covering specialization requirements. For additional information, check with Human Resources.

CERTIFICATION RENEWAL

A State of Florida Department of Education Professional Educator's Certificate can be renewed with in-service component credit, college credit, or a combination of both of these. Each staff member who wishes to have his/her teaching certificate renewed using component points must have earned at least one hundred twenty (120) points during his/her current validity period of the certificate. Renewal of the Professional Educator Certificate may also be obtained through National Board Certification.

Media specialists and media technical assistants must register for in-service activities at MyPoints.org: <http://www.my-points.org> WHETHER OR NOT in-service points are desired.

Points to renew media professional certificates may be acquired through **Component 1-407-001: Information Literacy**. Information on additional components may be obtained from your school's Local In-service Coordinator or the Professional Development Office.

Attendance at media training meetings is required for media specialists and may be claimed for in-service points. Absences from these training meetings must be approved in advance by the Instructional Media Services Specialist or Supervisor of Instructional Support Services.

IMPORTANT POINTS CONCERNING INSERVICE:

- Each member of the instructional staff who wishes to extend his/her certificate as a result of participation in the Master In-service Plan must earn at least 120 in-service points during the certificate validity period (not more than 5 years before the expiration date)
- A combination of in-service points and college credit can be used to renew a certificate. However, college course work **MUST** be approved **PRIOR** to the beginning of the class (Please contact Neil Sanders at extension **5900916** concerning college work).
- One in-service point is equal to one clock hour of participation by the typical participant. A portion of an hour will be rounded down to the next lowest whole hour.
- Credit for certification renewal may not be given for a component fewer than three (3) hours in length. The maximum number of points per day

is six (6) for training conducted outside the School District of Clay County.

- In-service points may only be awarded AFTER participants have successfully completed the assigned follow-up activity.
- Points earned in one validity period, five (5) years for Professional Services Contract or Continuing Contract and ten (10) years for National Board Certification, cannot be carried over into a subsequent validity period except for Reading component credit, ESOL Endorsement credit, and Reading Endorsement credit.
- Attendance at a professional training will be recorded by the participant on an official sign-in sheet. If a participant's signature does not appear on the sign-in sheet, he/she will not receive credit.

Professional Development Opportunities Not Listed on My-Points.org

If you wish to participate in an activity not listed in my-points.org you must do the following:

- Complete Part I: of form SCH-1-2150 (Out of County Request for Professional Development) and submit it to the Local In-service Coordinator (LIC) three (3) weeks prior to the start date.
- The LIC submits the application to the Professional Development Department at least two (2) weeks prior to departure.
- Approved/disapproved copies are returned to the LIC.
- After returning from the in-service experience, complete Part II: attach appropriate documentation to SCH-1-2150 and submit to LIC within 30 days after completing Part II.
- LIC submits the "yellow" copy and documentation to the Professional Development Department for review and data entry.
- Examples include: FAME, FETC and NEFLIN.

For printable version, click on the hyperlink.

[12178.SCH PD Follow-up Form \(fill in\).pdf](#)

[12150.sch.pdf - Out of County Request for Professional Development](#)

**School District of Clay County
Professional Development FOLLOW-UP Form**

Last 4 digits of S.S. # _____ Name: _____ School: _____

Job/Position: _____ Activity Facilitator: _____

Title of Activity: _____

Date(s): _____ Location: _____

Expectation: _____

(What do you expect to learn from this training?)

NOTE: In order to receive inservice points, this form must be received by the due date provided by the facilitator or within 30 work days after the end date. No forms will be accepted after May 31 of each academic year. Complete and forward to the activity facilitator or Inservice Coordinator.

Personnel who HAVE students assigned completes this section.

List strategy/strategies (one per day of training) you have implemented.
First Strategy Implemented (see back of this sheet for examples): _____

Implementation:
Data in addition to statewide/district test scores: Hard data documentation (see back of sheet for examples) - list and attach

Evaluation of Implementation:
____ % of successful students - What worked/what did not/what needs to be changed? _____

Attach sheet for additional strategies implemented.

Personnel who DO NOT have students assigned completes this section.

List strategy/strategies (one per day of training) you have implemented.
First Strategy (See back of this sheet for examples of strategies.): _____

Data in addition to statewide/district test scores: Hard data documentation (see back of sheet for examples) - list and attach

Evaluation of Implementation:
Was the strategy effective as implemented? Yes No
What worked/what did not/what needs to be changed? _____

Attach sheet for additional strategies implemented.

Component Evaluation

- | | |
|---|----------------|
| 1. Training objectives mirrored the objectives in my IPDP or my professional growth interests. | yes ___ no ___ |
| 2. Presenter's delivery allowed for a thorough understanding of strategies and how to use them. | yes ___ no ___ |
| 3. I will be able to apply this new knowledge/skill in my classroom/work setting within the ensuing academic school year. | yes ___ no ___ |
| 4. Trainer modeled one or more technologies to support my learning. | yes ___ no ___ |

Comments:

Submit this form plus all attachments to activity facilitator or Inservice Coordinator upon completion of your inservice activity.

Participant's Signature _____	Date _____	Facilitator/Inservice Coordinator signature _____	Date _____
		indicating receipt of hard evidence and review	

SCH-1-2178 E. 10/01/2011 Original - Professional Development Dept. - Copy 1- Inservice Coordinator - Copy 2- Employee

Acceptable Documentation Options in the Classroom - Hard Data such as:

Student work samples with name(s) removed
Student pre/post test scores with name(s) removed
Pictures of students involved in strategy implemented
Charts and/or graphs of student data
End product/projects as a result of training
(Ex. PPT presentation, Excel spreadsheet, copy of project/plan implemented.)
Lesson plans **plus one of the above items attached**

Non-Acceptable Documentation Options in the Classroom:

Copies of lesson plans without attachment(s)
Faculty presentations
Follow-up that does not include classroom implementation
Research reports
Copies of grade book pages

Examples of Strateg(y)ies (Examples only - not to be copied):

Example 1. Use Google Maps to improve student motivation to read.
Example 2. Use technology to differentiate instruction in Reading.
Example 3. Use manipulatives to increase student comprehension of simple subtraction.
Example 4. Use Inspiration software for concept mapping and brain storming with students to increase comprehension and understanding.
Example 5. Incorporate content vocabulary through physical movement activities relating to Football.
Example 6. Use visual supports to facilitate transitions within the classroom.
Example 7. Become a trained trainer and deliver training to district psychologists and guidance counselors on the Kaufman Assessment Battery for Children-II (KABC-II).

Examples of Measurable Strateg(y)ies Evaluation (Examples only – not to be copied):

Strategy 1 Evaluation: After using Google Maps in the classroom, 80% of students increased their reading time by 50% as evidenced by Reading Logs.
Strategy 2 Evaluation: Students using BlackBoard Discussion Group for conversations regarding the book Catcher in the Rye demonstrated increased comprehension of characters and themes as evidenced through classroom test data.
Strategy 3 Evaluation: 90% of students demonstrated increased skill in subtraction as evidenced by increased use of manipulatives during problem solving.
Strategy 4 Evaluation: After using Inspiration 90% of students increased concept mapping and brain-storming skills as evidenced by using pre and post diagram views.
Strategy 5 Evaluation: After incorporating football related vocabulary through physical movement activities, 85% of students demonstrated mastery as evidenced by obtaining an 80% or above on the football post assessment.

Strategy 6 Evaluation: After implementing a picture chart of the classroom schedule 80% student will use the visual schedule in transitioning throughout the school day as evidenced by observation.

Strategy 7 Evaluation: The psychologists and guidance counselors who attended my training provided evidence that they understood the concepts of the KABC-II assessment through both a question/answer segment and a written summation of the training.

SCHOOL DISTRICT OF CLAY COUNTY
Out-of-County Request for Professional Development

This section must be completed prior to attending or participating in Out-of-County Professional Development.

Last 4 digits of S.S. # _____ Name: _____ School/Dept.: _____

Title of Activity: _____ Date(s): _____ Location: _____

SIP Goal: _____ Obj. # _____ P.D. # _____ Expectations: _____
(School-based Personnel) (What do you expect to learn from this training?)

Signature of Applicant: _____ Date: _____

Signature of Supervisor: _____ Date: _____

Type of Activity & Requirements: (Choose one) Attachments MUST accompany this form to award points.

____ **Non-College On-line Training** (Please check box when each attachment is completed)

- Attached is a copy of the COURSE OUTLINE
- Attached is a LETTER or E-MAIL from sponsoring institution/organization verifying completion
- Follow-Up Form (SCH-1-2178) with appropriate supporting documentation attached

____ **Professional Conference, Workshop, Seminar or Institute** (Please check box when each attachment is completed)

- Copy of REGISTRATION FORM or AUTHORIZATION TO INCUR TRAVEL or E-mail confirming Registration
- Copy of FINAL AGENDA **plus** DATES and TIMES of **every** SESSION attended must be HIGHLIGHTED (THIS IS NECESSARY TO AWARD POINTS!)
- Follow-Up Form (SCH-1-2178) with appropriate supporting documentation attached

SCHOOL-WIDE or DISTRICT Implementation ONLY: Personnel who DO NOT have students assigned

Strateg(y)ies: One per day *Please see back of this sheet for examples (Attach additional sheet if necessary)
Choose a strategy learned at the Conference, online-training, workshop, seminar or Institute.

Day 1 Strategy _____

Day 2 Strategy _____

Please choose ONE of the three options below for follow-up:

____ Presentation made (date/time/to whom): _____

- Attached is a copy of the presentation/outline/PPT **and** the sign in sheet or e-mail distribution list

____ Discuss the impact the professional development attended will have on your school or the district.
(Impact Report should include minimum of 1/2 page **per strategy**, original work typed/double-spaced)

- Attached is the Impact Report

____ Follow-Up Form (SCH-1-2178) with appropriate supporting documentation attached

**PLEASE SUBMIT THIS FORM WITH APPROPRIATE DOCUMENTATION TO YOUR IN-SERVICE COORDINATOR
WITHIN 30 DAYS OF THE ENDING DATE OF THIS ACTIVITY**

For Professional Development Department Use Only

Approved _____ Disapproved _____ Signature _____ Date _____

Component Title _____ Component Number _____

Number of in-service points awarded: _____

Reason for Disapproval: _____

Original- Professional Development Dept. Copy 1- In-Service Coordinator Copy 2- Employee
SCH-1-2150 E. 10/01/2011

Acceptable Documentation Options in the Classroom - Hard Data such as:

Student work samples with name(s) removed

Student pre/post test scores with name(s) removed

Pictures of students involved in strategy implemented

Charts and/or graphs of student data

End product/project as a result of training

(Ex. PPT presentation, Excel spreadsheet, copy of project/plan implemented.)

Lesson plans **plus one of the above items attached**

Non-Acceptable Documentation Options in the Classroom:

Copies of lesson plans without attachment(s)

Faculty presentations

Follow-up that does not include classroom implementation

Research reports

Copies of grade book pages

Examples of Strategies (Examples only - not to be copied):

Example 1. Use Google Maps to improve student motivation to read.

Example 2. Use technology to differentiate instruction in Reading.

Example 3. Use manipulatives to increase student comprehension of simple subtraction.

Example 4. Use Inspiration software for concept mapping and brain storming with students to increase

comprehension and understanding.

Example 5. Incorporate content vocabulary through physical movement activities relating to Football.

Example 6. Use visual supports to facilitate transitions within the classroom.

Example 7. Become a trained trainer and deliver training to district psychologists and guidance counselors on

the Kaufman Assessment Battery for Children-II (KABC-II)

Examples of Measurable Strategies Evaluation (Examples only – not to be copied):

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through classroom test data.

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use of manipulatives during problem solving.

Strategy 4 Evaluation: After using Inspiration, 90% of students increased concept mapping and brain-storming

skills as evidenced using pre and post diagram views.

Strategy 5 Evaluation: After incorporating football related vocabulary through physical movement activities,

85% of students demonstrated mastery as evidenced by obtaining an 80% or above on the football

post assessment.

Strategy 6 Evaluation: After implementing a picture chart of the classroom schedule, 80% student will use the

visual schedule in transitioning throughout the school day as evidenced by observation.

Strategy 7 Evaluation: The psychologists and guidance counselors who attended my training provided evidence

that they understood the concepts of the KABC-II assessment through both a question/answer segment and a written summation of the training.

TRAVEL INSERVICE

***** Please Note: the Travel Manual will soon be available online for up to date instructions on all travel requirements.**

Travel may be reimbursed via budget or internal accounts.

AUTHORIZATION TO INCUR TRAVEL – form SCH-1-3202 – It is the immediate supervisor’s responsibility to verify that the expenses of travelers are the most efficient and economical means of travel (considering time of the traveler, cost of transportation, number of persons making the trip, and per diem or subsistence required).

COST INFORMATION: Departure/Return Time

Departure: The actual time you left home or school
Return: The actual time you arrived back at home or School

Mileage: Official Highway Mileages/www.mapquest.com

If not driving: Give name of person driving

Common Carrier: Airfare, county vehicle, tour bus, etc.

Purchase Order: If paying by purchase order, give P.O. # and attach a copy of the P.O. to the Authorization form.

This is School Board Policy: “Written justification is needed when airfare is requested in lieu of driving...An invoice must be attached to leave forms. When voucher for reimbursement is completed, the airline ticket stub must be attached. Meals included

in your airline fare will be deducted from your per diem or actual cost expenses.

ACTUAL COST: Use this if you exceed \$80.00 per day.

Hotel: Single rate only plus tax unless you are sharing a room. Motel receipt must have the name(s) of those who paid.

Meals: Based on time of departure and time of return
Breakfast before 6 a.m. and extends beyond 8 a.m.
Lunch before 12 noon and extends beyond 2 p.m.
Dinner before 6 p.m. and extends beyond 8 p.m.

DEDUCT ANY MEALS INCLUDED IN REGISTRATION FEE OR COMPLIMENTARY. If only out one night compare cost of per diem.

REMINDER: ADMINISTRATIVE POLICY – NO REIMBURSEMENT FOR MEALS IN CLAY COUNTY OR SURROUNDING COUNTIES (DUVAL, ST. JOHNS, PUTNAM, BRADFORD, BAKER, ALACHUA, NASSAU).

PER DIEM: Determined by quarters used. Quarters determined by the following times:

First Quarter: 12:01 a.m. to 6:00 a.m.
Second Quarter: 6:01 a.m. to 12:00 noon
Third Quarter: 12:01 a.m. to 6:00 p.m.
Fourth Quarter: 6:01 p.m. to 12 midnight

PER DIEM is usually requested when 2 or more people share a room or when one stays with friends or relatives. If staying with someone, a note giving the name of the person you stayed with,

dates there, and the name of conference attended, must be attached to your voucher.

REGISTRATION FEE:

This has to show on your documentation attached to the Authorization form. If registration is paid on a Purchase Order, the P.O. # and a copy of the P.O. have

to be attached to the Authorization form. Registration fee usually will show what is covered in the fee: things like meals, materials, continental breakfast. Clay County School Board **DOES NOT** pay for late registration or any fees for dues. (**BOARD POLICY** – Registration fees will be reimbursed at least expensive member fee rate **ONLY**. Additional assessment for late registration is not reimbursable.)

INCIDENTAL EXPENSES: (obj. 0330) tolls, (obj. 0330) parking, (obj. 0330) taxi, (obj. 0590) conference materials, etc. (**BOARD POLICY** – Incidental expenses must be in connection with the transaction of official business. All expense items including registration fee must be supported by paid invoices, sales tickets, certificate of completion/attendance, or canceled check.

ORIGINAL RECEIPTS ONLY ARE REQUIRED FOR MOTEL, REGISTRATION FEE, AND ANY INCIDENTAL EXPENSES. YOUR NAME IS REQUIRED ON THE REGISTRATION RECEIPT.

NO RECEIPT -----NO MONEY!

BUDGET: Cost/Center is also Cost Center Supervisor—if DIFFERENT the Authorization form has to be sent to the Cost/Center Supervisor for approval.

After the Authorization form has been signed and approved by the Cost Center Supervisor, the form is split and distributed by the Cost Center Supervisor. The white (copy 1) copy of the Authorization form with the back-up is send directly to Accounts Payable. The yellow (copy 2) copy of the Authorization form is sent to the Professional Development Department

**VOUCHER FOR REIMBURSEMENT (Form ACP-1-3202)–
2-PART PAPER – BOTH COPIES ARE SENT TO
ACCOUNTS PAYABLE.**

MAIN POINTS:

1. List each day separately
2. Mark Per Diem, Actual Cost, or meals.
3. Official Headquarters – the office or school to which an employee is assigned – County Office or School Name.
4. Social Security Number must be included.
5. Reimbursement Approved by – must be same person who is in charge of the money – Cost Center Supervisor.
6. Vendor # _____ is your Social Security Number.
7. Fill in Budget Code – should be the same as on the Authorization form.

Class “C” Meals are reported under OBJECT 0332 and are considered income. You will also have to put money in Object 0220 to cover Social Security.

Florida Statutes defines Class C travel as “travel for short or day trips where the traveler is not away from his/her official headquarters overnight.” Class C Meals are reported on the Voucher for Reimbursement; the Accounts Payable Office does a Supplementary Payroll form and the report is turned into Payroll to be processed. It is treated as income, with withholding and social security taken out, and it is reported on your W-2 Form.

MILEAGE ONLY TRAVEL FORMS – 2-PART AND BOTH PARTS ARE TURNED IN. Traveling in surrounding counties requires documentation. **SURROUNDING COUNTIES INCLUDE:** Duval, St. Johns, Baker, Alachua, Bradford, Nassau, and Putnam.

MAIN POINTS:

1. DITTO MARKS ARE ILLEGAL.
2. Vendor Number is Social Security Number.
3. To Save Space: round trips can be put on one line if there are only a few trips in one month – you can put several months on one form.
4. Purpose has to be filled in for each entry.
5. Budget Code – The only objects that can be used are 0330 or 0331.

Additional information: NO APPLICATION FOR LEAVE FORM is necessary for a Non-Contracted Working Day. If under a summer contract for a specific period of time an Application for Leave form would be necessary.

INSTRUCTIONS FOR REIMBURSEMENT OF TRAVELING EXPENSES

When trips are overnight: Per Diem is \$80 per day, or \$20.00 per quarter and covers cost of room and meals. When filling out the reimbursement form, please list each day separately.

You will be reimbursed for mileage, lodging at single occupancy rate, registration fee, (fees for dues, late registration, and non-member registration are not reimbursable) and incidental expenses.

Reimbursement allowances for meals are:

\$6.00 – Breakfast – Travel begins before 6 a.m. and extends
Beyond 8 a.m.

\$11.00 – Lunch – Travel begins before 12 noon and
Extends beyond 2 p.m.

\$19.00 – Dinner - Travel begins before 6 p.m. and extends
Beyond 8 p.m.

You must have a receipt in your name from the hotel or motel. If staying with friends or relatives, a letter verifying dates you were there is necessary. Receipts for meals are not necessary.

If you share a room with another employee, each of you must have a receipt with your name on it – regardless of who paid the bill. This is for verification of dates, not amounts of money. Your point of origin is your work site. If travel is on a weekend, show the city in which you live as point of origin. Hour of departure is the time travel begins. Hour of return is the time you get back to school or home, not the time you leave the area in which the meeting or workshop was held. If your departure and return time is 12 o'clock, please specify 12 noon or 12 midnight.

Mileage is reimbursed at the rate of \$.055 per mile and is figured by the District Office (mileage is taken from <http://www.mapquest.com>). If you rode with another employee and are not claiming mileage, please show the name of the driver in the "Auto Mileage Claimed" column.

You may claim reimbursement for such incidental expenses as registration fees, taxi fares, toll charges, parking fees, professional meetings, etc., and you **must** have a receipt for any amounts you claim. Tips are not reimbursable.

You will not be reimbursed for any item or cost in excess of the amount on your Authorization to Incur Travel Expenses without justification.

When Trips Are Not Overnight: Be explicit about your hours of departure and return, as these times determine which means you will be reimbursed for. Administrative policy does not allow meal allowances for travel to surrounding counties. Receipts are not necessary for meals – flat rates are set up by the School Board.

Overnight Travel: If you split the cost of a room with another person, the motel receipt must show the amount paid by each person. If you are staying with a friend or relative, you must attach a note giving the name of the person you stayed with, the night(s) you were there, and the title of the conference/seminar.

Agenda: The agenda is used to verify dates of conferences and any registration fee charged. The agenda is used to determine if any meals are included in the registration fee and to determine the member and/or non-member cost. Clay County School Board does not reimburse for late registration fees.

Vouchers for Reimbursement: will be sent to the cost center if any of the following information is not complete:

- Principal/Administrator signature
- Vendor number
- Budget code
- Dates of departure and return

MOST IMPORTANT – LIST EACH DAY SEPARATELY!!!!

PROFESSIONAL DEVELOPMENT & DISTANCE LEARNING RESOURCES

The definition of distance learning is constantly being revised as new technologies evolve. Distance learning began with the advent of the correspondence course that relied on the U. S. Postal System (what some now call "snail mail"). It has always been a method of instruction delivered primarily by distance using various forms of

available technology. Today we are able to use technologies such as computers, satellites, teleconferencing networks, television/radio broadcasts and other mechanisms for distance learning. Even the iPod has become a distance learning technology tool that many students use when podcasting. The key point to remember is, a distance learning program is instruction delivered outside the institution and the conventional face-to-face setting.

Various distance learning resources that are available to us in Clay County are:

- SDCC Blackboard Website
- SDCC Distance Learning Blog
- SDCC Online Expert (LearnKey)

Links to these (and many other) resources are located on the Teacher Training Center website: <http://www.clay.k12.fl.us/ttc/>.



The Florida Education Channel is a satellite broadcast project providing every secondary school in Florida the use of distance learning technology. The broadcasts are also coordinated with the Florida Department of Education Staff Development requirements and are then digitized and archived for anytime, anywhere learning over the PAEC website (www.paec.org). By tuning in to the educational programming available through the F.E.C., teachers at school or at home can hone their skills in educating students. The Florida Education Channel is focused on helping teachers do their jobs well and successfully.



The Schultz center of Jacksonville, through the Duval County School Board, offers a variety of in-service opportunities for teachers, sponsoring face-to-face workshops as well as teleconferences. Clay County currently has three teleconferencing stations at which teachers may attend distance learning in-services: Fleming Island High School, Keystone Heights High School, and Middleburg High School. Through Internet hook-up, along with microphones and video cameras, teachers can participate live and interactively with instructors in Jacksonville on topics ranging from the Art Series presented by the Jacksonville Museum of Modern Art to Test Prep and ESOL courses.

Accreditation

School District of Clay County schools are accredited by **Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI)**

Information about accreditation can be located at: <http://www.sacscasi.org/>.

PHILOSOPHY

THE SCHOOL LIBRARY MEDIA SPECIALIST IN CURRICULUM AND INSTRUCTION

The library media specialist plays a pivotal role essential to the learning community with four specific responsibilities:

- Teacher
- Instructional Partner
- Information Specialist
- Program Administrator

As **TEACHER**, the library media specialist collaborates with teachers and students to analyze learning and information needs. After locating resources to meet those needs, the library media specialist is involved in individual, small group, or whole class instruction for:

- Enrichment activities
- Enhancement activities
- Reinforcement activities

As **INSTRUCTIONAL PARTNER**, the library media specialist, working with the entire learning community, takes a leading role in:

- Planning with individual teachers in designing authentic learning tasks
- Planning for the integration of information skills across the curriculum
- Planning for the use of all the library media center resources

As **INFORMATION SPECIALIST**, the library media specialist provides leadership and expertise in:

- Acquiring and evaluating information resources in all formats
- Operating equipment
- Modeling strategies for locating and accessing the resources within the library media center and beyond (e.g. public library).

As **PROGRAM ADMINISTRATOR**, the library media specialist works with the members of the learning community to:

- Define the policies of the media program
- Guide and direct all the activities of the media program
- Manage the budget, staff, facilities, and equipment of the media program
- Evaluate the library media program to ensure its quality.

Derived from American Association of School Librarians (AASL) & Association for Educational Communication and Technology (AECT). *Information Power: Building Partnerships for Learning*. Chicago: American Library Association, 1998.

FLEXIBLE ACCESS ELEMENTARY SCHOOL LIBRARY MEDIA CENTER

Adapted from: Dade County Public Schools, Library Media Services

Scheduled Access

1. The use of the library media center is determined by administrative scheduling.
2. The library media center is used for one class at a time like other classrooms in the building.
3. The library media center is rarely used during unscheduled periods.
4. There is little correlation between classroom activities and library media center utilization.
5. The library media center is available only for classes.
6. Information skills are taught in isolation.
7. Information skills are rarely reinforced in the classroom; therefore they are quickly forgotten.
8. Information skills instruction is limited to approximately 12 min. per week.
9. There are minimal reference assignments; therefore reference books and databases are basically unused.
10. Students have poor information retrieval skills.
11. Students check out books only on assigned days.
12. The majority of books circulated tend to be fiction. Non-fiction circulation is minimal.
13. Listening, viewing, browsing, exploration, and use of periodicals and computers are minimized by time constraints.
14. Students tend to be dependent rather than independent users of the library media center.
15. When students reach junior high, they seldom use the library media center for recreational reading, listening, viewing, and computer searching.
16. The library media specialist spends the entire day planning and teaching.
17. Teachers tend to view the library media center as a peripheral subject area to their own instructional assignment.

Flexible Scheduling

1. The use of the library media center is determined by teacher/student needs and interests.
2. The library media center is used as a public facility to accommodate students of different age levels and grades simultaneously.
3. The library media center is used all day by students involved in a variety of independent and group activities.
4. Library media center visits are related to classroom activities.
5. The library media center is available for classes, small groups, and individuals.
6. Information skills lessons are determined by curriculum needs.
7. Information skills include immediate hands-on experience and reinforcement through classroom assignments.
8. Information skills instruction is scheduled for blocks of time determined by need.
9. The library media center is used for reference assignments, reference games, and computer research.
10. Students learn to locate materials through frequent practice.
11. Students check out books any day of the week.
12. Students are more likely to use both fiction and nonfiction learning resources.
13. Students have unrestricted opportunities to use audiovisual materials and computers, browse, explore, and use all collections and computers.
14. Students tend to use the library media center independently.
15. When students reach junior high, they are more likely to use the library media center for recreational reading, listening, viewing, and for computer searching.
16. The library media specialist has flexible time to promote school-wide information, reading and media motivation programs.
17. Teachers tend to view the library media center as an extension of their own classroom.

AASL: POSITION STATEMENT ON FLEXIBLE SCHEDULING

Schools must adopt the educational philosophy that the library media program is fully integrated into the educational program. This integration strengthens the teaching/learning process so that students can develop the vital skills necessary to locate, analyze, evaluate, interpret, and communicate information and ideas. When the library media program is fully integrated into the instructional program of the school, students, teachers, and library media specialists become partners in learning. The library program is an extension of the classroom. Information skills are taught and learned within the context of the classroom curriculum. The wide range of resources, technologies, and services needed to meet students learning and information needs are readily available in a cost-effective manner.

The integrated library media program philosophy requires that an open schedule must be maintained. Classes cannot be scheduled in the library media center to provide teacher release or preparation time. Students and teachers must be able to come to the center throughout the day to use information sources, to read for pleasure, and to meet and work with other students and teachers.

Planning between the library media specialist and the classroom teacher, which encourages both scheduled and informal visits, is the catalyst that makes this integrated library program work. The teacher brings to the planning process a knowledge of subject content and student needs. The library media specialist contributes a broad knowledge of resources and technology, an understanding of teaching methods, and a wide range of strategies that may be employed to help students learn information skills. Cooperative planning by the teacher and library media specialist integrates information skills and materials into the classroom curriculum and results in the development of assignments that encourage open inquiry.

The responsibility for flexibly scheduled library media programs must be shared by the entire school community.

THE BOARD OF EDUCATION endorses the philosophy that the library program is an integral part of the districts educational program and ensures that flexible scheduling for library media centers is maintained in all buildings and at all levels.

THE DISTRICT ADMINISTRATION supports this philosophy and monitors staff assignments to ensure appropriate staffing levels so that all teachers, including the library media specialists, can fulfill their professional responsibilities.

THE PRINCIPAL creates the appropriate climate within the school by advocating the benefits of flexible scheduling to the faculty, by monitoring scheduling, by ensuring

appropriate staffing levels, and by providing joint planning time for classroom teachers and library media specialists.

THE TEACHER uses resource-based instruction and views the library media program as an integral part of that instruction.

THE LIBRARY MEDIA SPECIALIST is knowledgeable about curriculum and classroom activities, and works cooperatively with the classroom teacher to integrate information skills into the curriculum.

American Association of School Librarians. "Position Statement on Flexible Scheduling."

<http://www.ala.org/aaslTemplate.cfm?Section=positionstatements&template=/ContentManagement/ContentDisplay.cfm&ContentID=15834>

FLEXIBLE ACCESS SCHEDULING

The District Media Center has many recommended publications on flexible access scheduling. The following sources provide a starting point for reading:

American Library Association and the Association for Education Communication and Technology. **Information Power: Building Partnerships for Learning**. Chicago: American Library Association, 1998.

Loertscher, David V. **Increasing Academic Achievement Through the Library Media Center: A Guide for Teachers**. Salt Lake City, UT: Hi Willow Research & Publishing, 2003.

Loertscher, David V. **Taxonomies of the School Library Media Program**. Salt Lake City, UT: Hi Willow Research & Publishing, 2000.

Ohlrich, Karen Browne. **Making Flexible Access and Flexible Scheduling Work Today**. Englewood, CO: Libraries Unlimited, 2001.

Several articles written about flexible access include:

Hurley, Christine A. "Fixed Vs. Flexible Scheduling in School Library Media Centers: A Continuing Debate." **Library Media Connection**. Nov./Dec. (2004): 36.

Hylen, Jan. "Help Students and Teachers Become Information Literate." **Teacher Librarian**. June (2005): 22-25.

McGregor, Joy H. "Flexible Scheduling: How Does a Principal Facilitate Implementation?" *School Libraries Worldwide*. January (2002), 71-85.

McGregor, Joy H. "Implementing Flexible Scheduling in Elementary Libraries." *International Association of School Librarianship. Selected Papers from the...Annual Conference*. 1999: 11-22.

Needham, Joyce. "From Fixed to Flexible: Making the Journey." *Teacher Librarian*. June (2003): 8-12.

For more information on flexible access refer to Florida Electronic Library and eLibrary Professional Collection

HOW THE TEACHER BENEFITS BY REMAINING WITH THE ENTIRE CLASS

A first consideration regarding any learning activity should be: "What best meets the learning needs of the students." These needs are best met when the library media center maintains a flexible access schedule, whether it be large group instruction or smaller group activities.

For Library Media Skill Instruction

The teacher and library media specialist should plan together so the media skills instruction evolves from the classroom curriculum. The "timeline" is a management tool which can be used to communicate curriculum – a first step in joint planning. During research assignments, the teacher can act as a positive role model for students by becoming involved in searching and inquiry.

Circulation

When the entire class comes to select books, the teacher is needed to assist students with their selection. The teacher is the person who best knows the reading level and interests of the students. One of the skills students need to learn is the ability to select materials that meet their individual needs. With that goal in mind, scheduling entire classes without the teacher just to circulate books should be discouraged. This practice consumes large blocks of time which could be used more effectively in skills instruction for small groups and individuals. The teacher and the library media specialist need to be available to assist students with individualized reading guidance. A media technical assistant or another responsible person can handle check-out procedures.

Storytelling and Enrichment Activities

Although there can be exceptions such as special events, storytelling and enrichment activities are more effective for the student when planned in conjunction with the curriculum. The teacher needs to participate in activities taking place in the library media center.

School Television

The most effective use of television production in school takes place when it is integrated into the instructional program and viewed in the classroom.

Computers

The teacher and the library media specialist should plan computer literacy and research skills jointly as guided by the curriculum. **DESTINY** instruction should be part of library media center orientation for both staff and students. Additional purchased databases such as SIRS, eLibrary, Gale, etc., should be demonstrated as needed.

*At no time should students be scheduled into the library media center without a purpose that is educationally sound and meets the needs of the student. To insure this wise use of time, the role of the library media coordinator and teacher **must** be one of a cooperative planning team.*

CODE OF ETHICS AMERICAN LIBRARY ASSOCIATION

<http://www.ala.org/ala/aboutala/offices/oif/statementspols/codeofethics/codeofethics.cfm>

Ethical dilemmas occur when values are in conflict. The American Library Association Code of Ethics states the values to which we are committed, and embodies the responsibilities of the profession in this changing information environment.

We significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a

special obligation to ensure the free flow of information and ideas to present and future generations.

- We provide the highest level of service to all library users through appropriate and usefully organized resources, equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.
- We uphold the principles of intellectual freedom and resist all efforts to censor library resources.
- We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired, or transmitted.
- We respect intellectual property rights and advocate balance between the interests of information users and rights holders.
- We treat co-workers and other colleagues with respect, fairness, and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.
- We do not advance private interests at the expense of library users, colleagues, or our employing institutions.
- We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.
- We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession.

Adopted June 28, 1997, by the ALA Council; amended January 22, 2008

INTELLECTUAL FREEDOM

ALA promotes the protection of library materials, personnel, and trustees from censorship, the defense of library personnel and trustees in support of intellectual freedom and the Library Bill of Rights, and the education of library personnel, trustees, and the general public to the importance of intellectual freedom.

- First Amendment rights are secure
- Persons whose First Amendment rights are challenged have adequate support

ACCESS TO RESOURCES AND SERVICES IN THE SCHOOL LIBRARY MEDIA PROGRAM

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shape the resources and services in a school library media program, the principles of the Library Bill of Rights apply equally to all libraries, including school library media programs.

INFORMATION POWER UPDATE

<http://www.ala.org/ala/mgrps/divs/aasl/aaslproftools/informationpower/iplearningteaching.cfm>

LEARNING AND TEACHING

Principle 1: The library media program is essential to learning and teaching and must be fully integrated into the curriculum to promote students' achievement of learning goals.

Principle 2: The information literacy standards for student learning are integral to the content and objectives of the school's curriculum.

Principle 3: The library media program models and promotes collaborative planning and curriculum development.

Principle 4: The library media program models and promotes creative, effective, and collaborative teaching.

Principle 5: Access to the full range of information resources and services through the library media program is fundamental to learning.

Principle 6: The library media program encourages and engages students in reading, viewing, and listening for understanding and enjoyment.

Principle 7: The library media program supports the learning of all students and other members of the learning community who have diverse learning abilities, styles, and needs.

Principle 8: The library media program fosters individual and collaborative inquiry.

Principle 9: The library media program integrates the uses of technology for learning and teaching.

Principle 10: The library media program is an essential link to the larger learning community.

Excerpted from Chapter 4, "Learning and Teaching," of *Information Power: Building Partnerships for Learning*. Copyright © 1998 American Library Association and Association for Educational Communications and Technology. ISBN 0-8389-3470-6.

INFORMATION ACCESS AND DELIVERY

Principle 1: The library media program provides intellectual access to information and ideas for learning.

Principle 2: The library media program provides physical access to information and resources for learning.

Principle 3: The library media program provides a climate that is conducive to learning.

Principle 4: The library media program requires flexible and equitable access to information, ideas, and resources for learning.

Principle 5: The collections of the library media program are developed and evaluated collaboratively to support the school's curriculum and to meet the diverse learning needs of students.

Principle 6: The library media program is founded on a commitment to the right of intellectual freedom.

Principle 7: The information policies, procedures, and practices of the library media program reflect legal guidelines and professional ethics.

Excerpted from Chapter 5, "Information Access and Delivery," of *Information Power: Building Partnerships for Learning*. Copyright © 1998 American Library Association and Association for Educational Communications and Technology. ISBN 0-8389-3470-6.

PROGRAM ADMINISTRATION

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

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

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

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

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

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

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

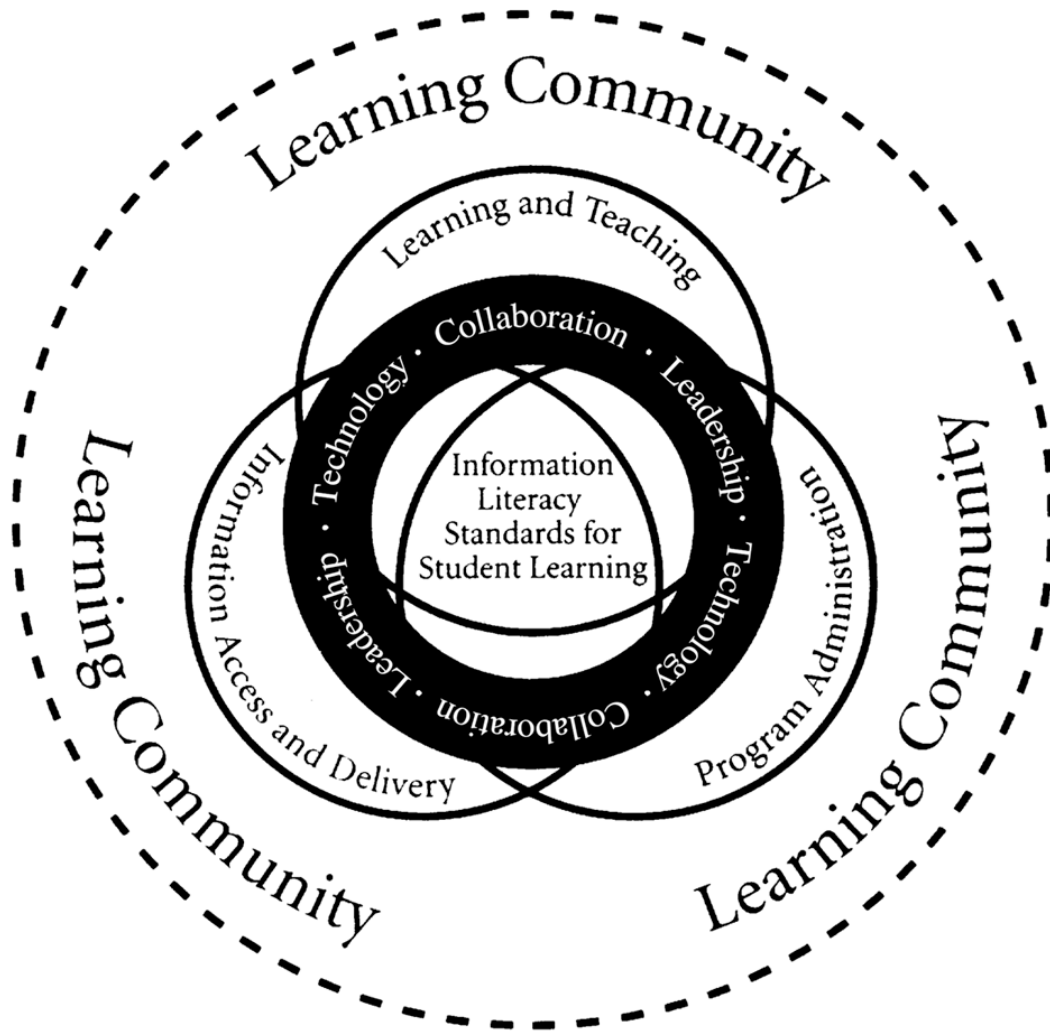
Principle 8: Ongoing staff development--both to maintain professional knowledge and skills and to provide instruction in information literacy for teachers, administrators, and other members of the learning community--is an essential component of the library media program.

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

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

Excerpted from Chapter 6, "Program Administration," of *Information Power: Building Partnerships for Learning*. Copyright © 1998 American Library Association and Association for Educational Communications and Technology. ISBN 0-8389-3470-6.

The Information Power Logo



http://www.ala.org/aasl/ip_logo.html

Library Bill of Rights

<http://www.ala.org/ala/aboutala/offices/oif/statementspols/statementsif/librarybillrights.cfm>

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

- 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.
- Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed and removed because of partisan or doctrinal disapproval.
- Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- Libraries should cooperate with all persons and groups concerned with resisting abridgement of free expression and free access to ideas.
- A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- 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, by the ALA Council; amended February 2, 1961; amended June 28, 1967; amended January 23, 1980; inclusion of "age" reaffirmed January 24, 1996.

**ACCESS TO RESOURCES AND SERVICES IN THE SCHOOL
LIBRARY MEDIA PROGRAM**
An Interpretation of the Library Bill of Rights

<http://www.ala.org/ala/aboutala/offices/oif/statementspols/statementsif/interpretations/accessresources.cfm>

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem-solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shape the resources and services of a school library media program, the principles of the Library Bill of Rights apply equally to all libraries, including school library media programs. Under these principles, all students have equitable access to library facilities, resources, and instructional programs.

School library media specialists assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library media specialists work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Intellectual freedom is fostered by educating students in the use of critical thinking skills to empower them to pursue free inquiry responsibly and independently. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School library media specialists cooperate with other individuals in building collections of resources that meet the needs as well as the developmental and maturity levels of students. These collections provide resources that support the mission of the school district and are consistent with its philosophy, goals, and objectives. Resources in school library media collections are an integral component of the curriculum and represent diverse points of view on both current and historical issues. These resources include materials that support the intellectual growth, personal development, individual interests, and recreational needs of students.

While English is, by history and tradition, the customary language of the United States, the languages in use in any given community may vary. Schools serving communities in which other languages are used make efforts to accommodate the needs of students for whom English is a second language. To support these efforts, and to ensure equitable access to resources and services, the school library media program provides resources that reflect the linguistic pluralism of the community.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library media

program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School library media specialists resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear, or access via electronic means.

Major barriers between students and resources include but are not limited to imposing age, grade-level, or reading-level restrictions on the use of resources; limiting the use of interlibrary loan and access to electronic information; charging fees for information in specific formats; requiring permission from parents or teachers; establishing restricted shelves or closed collections; and labeling. Policies, procedures, and rules related to the use of resources and services support free and open access to information.

It is the responsibility of the governing board to adopt policies that guarantee students access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. It is the responsibility of school library media specialists to implement district policies and procedures in the school to ensure equitable access to resources and services for all students.

Adopted July 2, 1986, by the ALA Council; amended January 10, 1990; July 12, 2000; January 19, 2005; July 2, 2008.

AASL STATEMENT ON CONFIDENTIALITY OF LIBRARY RECORDS

<http://www.ala.org/ala/mgrps/divs/aasl/aaslissues/positionstatements/confidentiality.cfm>

The members of the American Library Association,* recognizing the right to privacy of library users, believe that records held in libraries which connect specific individuals with specific resources, programs, or services, are confidential and not to be used for purposes other than routine record keeping; i.e. to maintain access to resources, to assure that resources are available to users who need them, to arrange facilities, to provide resources for the comfort and safety of patrons, or to accomplish the purposes of the program or service. The library community recognizes that children and youth have the same rights to privacy as adults.

Libraries whose recordkeeping systems reveal the names of users would be in violation of the confidentiality of library record laws adopted in many states. School library media specialists are advised to seek the advice of counsel if in doubt about whether their record keeping systems violate the specific laws in their states. Efforts must be made within the reasonable constraints of budgets and school management procedures to eliminate such records as soon as reasonably possible.

With or without specific legislation, 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.

**ALA Policy 52.4, 54.16*

FORMS

The following forms are included in this section:

AV Repair Tag

Off-Air Recording

Budget Transfer Request

Equipment/Materials Survey Form

Internal Accounts Form

Purchase Order Request

Request for Reconsideration of Instructional Materials

Warehouse Requisition

NO: _____

SCHOOL: _____ ITEM: _____
CCSB NUMBER: _____
TROUBLE: _____
REPAIR DATA: _____

PICKED UP BY- _____ COST: \$ _____
DATE- _____
RECEIVED BY- _____
DATE- _____
MIS35312 EXP 6/30/95

CLAY COUNTY PUBLIC SCHOOLS
OFF-AIR RECORDING STATEMENT

Recorded

_____ (School) _____ (Title) _____
At my request on _____. I will not use this
(Date)
recording more than once in relevant teaching activities; I will not

repeat it more than once for reinforcement.
The 45th day after the recording date will be _____.
(Date)

I understand that I may use this recording from the 11th to the 45th
day for teacher evaluation only. It will not be used for student
exhibition during this time unless authorization is obtained from the
copyright holder.

_____ copies have been made of this recording. Each
one bears a copy of this statement.

This recording (these recordings) will be erased no later than the 45th
day as indicated above.

Teacher Signature: _____
Library Media Specialist Signature: _____
Tape/DVD # _____

**SCHOOL DISTRICT OF CLAY COUNTY
REQUISITION FOR SUPPLIES & EQUIPMENT**

REQUISITION NUMBER: _____ DATE: _____

P. O. NUMBER: _____

COMPANY _____

ADDRESS OF COMPANY _____

CONTACT PERSON/PHONE NUMBER _____

FUND 0_3948_ REQUEST CENTER _0651_

FUNC. _7462_ PROJECT _3412_

OBJECT _____ SHIP TO _0651_

BID NUMBER _____

SEQ	RF	CAT.#	DESCRIPTION	QTY/UNIT	UNIT PRICE	TOTAL PRICE

USE SEPARATE FORMS FOR EACH DIFFERENT COMPANY. BE SURE TO GIVE COMPLETE COMPANY ADDRESS. WHEN SUBMITTING MORE THAN ONE ORDER TO THE SAME COMPANY WITH THE SAME BUDGET CODING, COMBINE REQUISITIONS. LIST BUDGET CODING, SHIPPING, DISCOUNTS, ORDER TOTAL, APPROPRIATE SIGNATURE AND ANY OTHER NECESSARY INFORMATION TO COMPLETE THE ORDER. UNDER TERMS SOFTWARE YOU ARE ALLOWED TO ENTER MULTIPLE PAGE ORDERS (APPROX. 30 LINES).

DISCOUNT _____
SHIP CHGS. _____
TOTAL\$ _____

NAME OF SCHOOL/DEPARTMENT _____

ATTENTION: _____

PRINCIPAL or ADMINISTRATOR _____

PUR-1-3500 E 04/09/2011

School District of Clay County

Request to Review Instructional Materials

This form must be completed by any individual who wishes to view/review Instructional Materials

Name of individual requesting review _____

Address _____

Home phone _____ Work phone _____

Email _____

Type of Instructional Material

Textbook

Novel

Audio visual (tape, DVD, etc.)

Workbook

Software

Other: _____

Grade level _____

Subject _____

Title _____

Author, Editor, or Director _____

Publisher/Producer _____ ISBN # (if known) _____

What is your reason for or interest in this review?

Check one:

I represent a special interest group named _____

I do not represent a special interest group

Check one:

I already have a copy of the material

I will review the material on-site

I wish to check out the material for a two week period

Administrator's signature

School/Department

Procedures are documented in the Handbook of Instructional Materials Procedures. If an individual, after review of the material, wishes to request reconsideration of the material, complete ISS-2-2501.

Original- To Instructional Support Services

Copy 1- School's Copy

Copy 2- Reviewer's copy

SCHOOL BOARD OF CLAY COUNTY WAREHOUSE

REQUEST FOR RETURN FOR CREDIT OF WAREHOUSE SUPPLIES

DATE SUBMITTED: _____

The information listed below must be the same as the original requisition.

FUND	FUNCTION	OBJECT	COST CENTER	PROJECT NUMBER	SHIP TO	ORDER NUMBER	TICKET NUMBER

DATE OF ORIGINAL ORDER: _____

STOCK NO.	UOM	QUANTITY	DESCRIPTION

REASON FOR RETURN: _____

SUBMITTED BY: _____ TITLE: _____

APPROVE BY: _____, WAREHOUSE MANAGER

PERSONNEL DIRECTORY

**INSTRUCTIONAL SUPPORT SERVICES
23 S. Green St.
Green Cove Springs, FL 32043**

**MEDIA 272-
8100***

**Jones, Alisa – Supervisor (904) 529-
2612** Internal
5900612
Robinson, Karen- Instructional Media Services Specialist.(904) 529-
4991 Internal
5900991
O'Brien, Kathy - District Media Technical Secretary (904)
529-4992 Internal
5900992
Ralls, Bill – District Technology Integration Specialist(904) 278-
4570
Paine, Ruth – District Distance Learning Specialist(904)
278-4573

INSTRUCTIONAL MATERIALS 272-8100*

**Jones, Alisa – Supervisor (904)
529-2612** Internal
5900612
DeBartolomeis, Lennis – Administrative Secretary
(904)284-6508 Internal
5900508
Wilkerson, Karen – Instructional Support Assistant.(904)
529-4821

DISTRICT MEDIA FAX NUMBER: 284-6583

***Dialing 272-8100: when asked enter seven digit extensions. (Example:
O'Brien, Kathy 5900992)**

DIRECTORY OF MEDIA SPECIALISTS

Argyle Elementary	Carol Henderson
Charles E. Bennett Elementary	June Rose
W.E. Cherry Elementary	Linda Heinscher
Clay Hill Elementary	Kelly Robertson
Clay High	Kathie Langevin
Clay High	Jenny Eason
Coppergate Elementary	Kim Miskowski
Doctors Inlet Elementary	Jeff Suits
Fleming Island Elementary	Kathy Gilloon
Fleming Island High	Janet Hallstrom
Fleming Island High	Carol Papuga
Green Cove Springs Jr. High	Dr. Dorothy Gunter
Grove Park Elementary	Jana Gilliard
S. Bryan Jennings Elementary	Stephanie Castleberry
Keystone Heights Elementary	Gay Wasik
Keystone Heights Jr. Sr. High	Melissa Frampton
Keystone Heights Jr. Sr. High	Kathy Williams
Lake Asbury Elementary	Melissa Pittman
Lake Asbury Jr. High	Helen Williams
Lakeside Elementary	Yvonne Allen
Lakeside Jr. High	Linda Tattersall
McRae Elementary	Shirley Cate
Middleburg Elementary	Kathy Wray
Middleburg High	Louise Gentry
Middleburg High	Joyce Anderson
Montclair Elementary	Melissa Tison
Oakleaf Junior High School	Kathy Barnes
Oakleaf Village Elementary	Wendy West
Orange Park Elementary	Mary Pat Callihan
Orange Park Jr. High	Lauren Riggs
Orange Park High	Sally Crosby
Orange Park High	Greg Harbin
Paterson Elementary	Sandi Dunnavant
Plantation Oaks Elementary	Jeanette DiRocco
RideOut Elementary	Cinda Merrill
Ridgeview Elementary	Darlene Grant
Ridgeview High	Darlene Goodier
Ridgeview High	Lenore Goodnight
Shadowlawn Elementary	Chris Paine
Swimming Pen Creek Elementary	Susan Gannon
Thunderbolt Elementary	Kathy Dryden
Tynes Elementary	Courtney Zepeda
Wilkinson Elementary	Lindsay Spradley
Wilkinson Jr. High	Sharon Palmatier

DIRECTORY OF MEDIA TECHNICAL ASSISTANTS

Argyle Elementary	Jennifer Daniels
Bannerman Learning Center.	Jeanne McDonald
Charles E. Bennett Elementary.	Debra McCarthy
W.E. Cherry Elementary	Linda Roberson
Clay Hill Elementary	Paula Leasure
Coppergate Elementary	Debi Crosby
Doctors Inlet Elementary	Carlene Elliott
Fleming Island Elementary	Julie Gross
Green Cove Springs Jr. High.	Kim Warner
Grove Park Elementary	Catherine Rainey
S. Bryan Jennings Elementary	Dee Lazenby
Keystone Heights Elementary	Nancy Rysak
Lake Asbury Elementary	Susan Sceifers
Lake Asbury Jr. High	Nancy Percival
Lakeside Jr. High	Andrea Barber
McRae Elementary	Pamela Hargraves
Middleburg Elementary.	Margie Koecher
Montclair Elementary	Laurie Tauch
Oakleaf Junior High School	Laury Duggan
Oakleaf Village Elementary	Tracey Hulett
Orange Park Elementary	Laura Diley
Orange Park Jr. High	Denise Turner
Paterson Elementary	Edith Campbell
Plantation Oaks Elementary	Linda Eason
RideOut Elementary	Lucy Pitts
Ridgeview Elementary.	Ruth Boyer
Shadowlawn Elementary	Yvette Grant
Swimming Pen Creek Elementary	Janie Thompson
Thunderbolt Elementary	Nicole Marchand
Tynes Elementary	Loucretia McDonald
Wilkinson Jr. High	Debbie Christy

PROFESSIONAL ORGANIZATIONS

Florida Association for Media in Education (FAME) is a state organization of school library media specialists. The mission of FAME is: FAME advocates for every student in Florida to be involved in and have open access to a quality school library media program administered by a highly competent, certified library media specialist. FAME is a collaborative, responsive, dynamic network for Florida library media professionals.

<http://floridamedia.org>

Clay County Library Media Specialists select a chairperson every two years to assist the instructional media services specialist in coordinating district meetings. Committee chairmen volunteer to organize the following activities:

- *legislative
- *intellectual freedom
- *hearts and flowers
- *membership
- *media festival
- *publicity and promotions
- *Sunshine State Young Readers Award
- *Florida Reading Association Award
- *Florida Teens Read

The American Library Association (ALA) is a national organization of libraries, librarians, library trustees, and other interested persons. The mission of the ALA is to provide 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.

<http://www.ala.org>

American Association of School Librarians (AASL) is a national organization which is a subgroup of ALA. AASL's mission is to advocate excellence, facilitate change, and develop leaders in the school library media field.

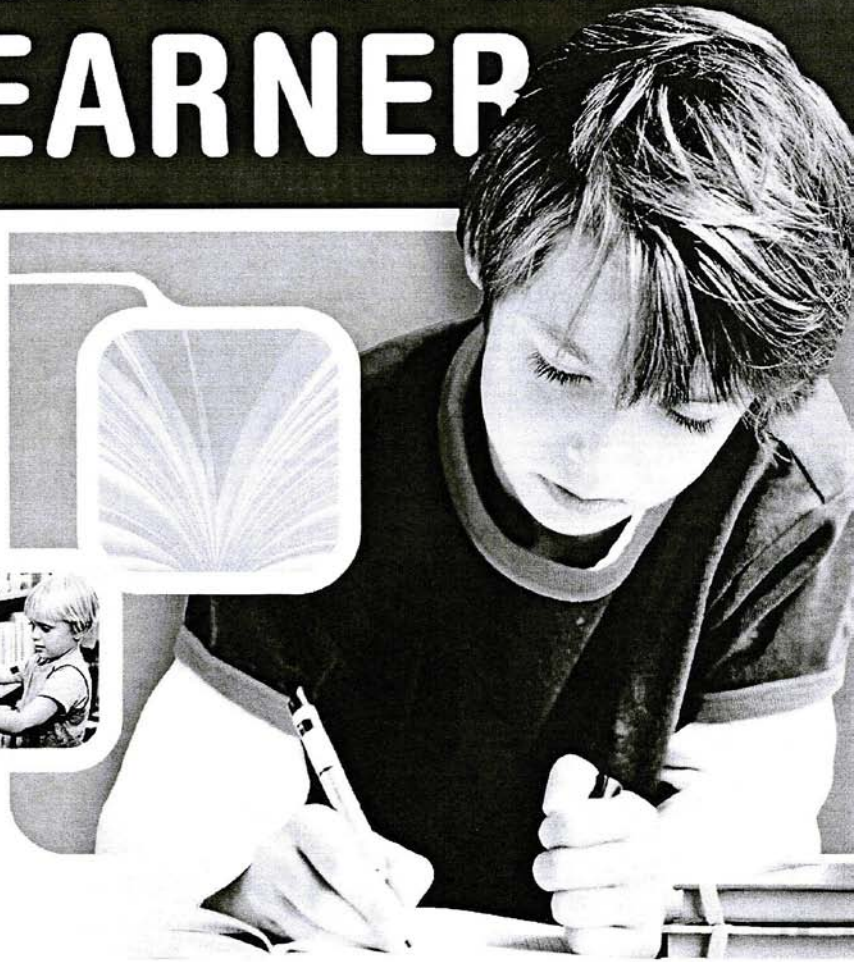
<http://www.ala.org/ala/aasl>



AASL

**AMERICAN ASSOCIATION
OF SCHOOL LIBRARIANS**

**STANDARDS FOR THE
21st-CENTURY
LEARNER**



COMMON BELIEFS

Reading is a window to the world.

Reading is a foundational skill for learning, personal growth, and enjoyment. The degree to which students can read and understand text in all formats (e.g., picture, video, print) and all contexts is a key indicator of success in school and in life. As a lifelong learning skill, reading goes beyond decoding and comprehension to interpretation and development of new understandings.

Inquiry provides a framework for learning.

To become independent learners, students must gain not only the skills but also the disposition to use those skills, along with an understanding of their own responsibilities and self-assessment strategies. Combined, these four elements build a learner who can thrive in a complex information environment.

Ethical behavior in the use of information must be taught.

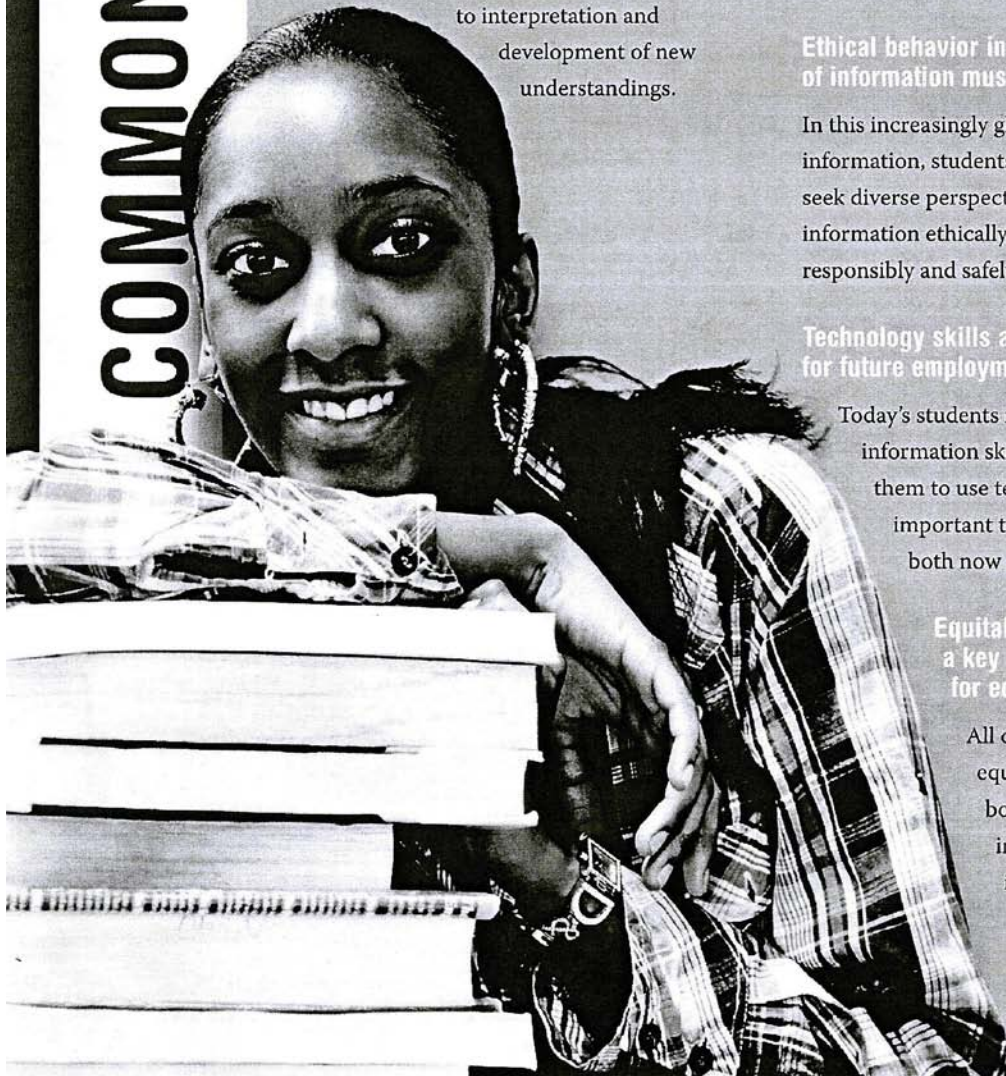
In this increasingly global world of information, students must be taught to seek diverse perspectives, gather and use information ethically, and use social tools responsibly and safely.

Technology skills are crucial for future employment needs.

Today's students need to develop information skills that will enable them to use technology as an important tool for learning, both now and in the future.

Equitable access is a key component for education.

All children deserve equitable access to books and reading, to information, and to information technology in an environment that is safe and conducive to learning.



The definition of information literacy has become more complex as resources and technologies have changed.

Information literacy has progressed from the simple definition of using reference resources to find information. Multiple literacies, including digital, visual, textual, and technological, have now joined information literacy as crucial skills for this century.

The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.

The amount of information available to our learners necessitates that each individual acquire the skills to select, evaluate, and use information appropriately and effectively.

Learning has a social context.

Learning is enhanced by opportunities to share and learn with others. Students need to develop skills in sharing knowledge and learning with others, both in face-to-face situations and through technology.

School libraries are essential to the development of learning skills.

School libraries provide equitable physical and intellectual access to the resources and tools required for learning in a warm, stimulating, and safe environment. School librarians collaborate with others to provide instruction, learning strategies, and practice in using the essential learning skills needed in the 21st century.



LEARNERS USE SKILLS, RESOURCES, & TOOLS TO:

1

Inquire, think critically, and gain knowledge.

2

Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

3

Share knowledge and participate ethically and productively as members of our democratic society.

4

Pursue personal and aesthetic growth.

1

Inquire, think critically, and gain knowledge.

1.1 Skills

- 1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.
- 1.1.2 Use prior and background knowledge as context for new learning.
- 1.1.3 Develop and refine a range of questions to frame the search for new understanding.
- 1.1.4 Find, evaluate, and select appropriate sources to answer questions.
- 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
- 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

- 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
- 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
- 1.1.9 Collaborate with others to broaden and deepen understanding.



1.2 Dispositions in Action

- 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.

- 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
- 1.2.3 Demonstrate creativity by using multiple resources and formats.
- 1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.
- 1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.
- 1.2.6 Display emotional resilience by persisting in information searching despite challenges.
- 1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.



1.3 Responsibilities

- 1.3.1 Respect copyright/intellectual property rights of creators and producers.
- 1.3.2 Seek divergent perspectives during information gathering and assessment.
- 1.3.3 Follow ethical and legal guidelines in gathering and using information.
- 1.3.4 Contribute to the exchange of ideas within the learning community.
- 1.3.5 Use information technology responsibly.

1.4 Self-Assessment Strategies

- 1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.
- 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.
- 1.4.3 Monitor gathered information, and assess for gaps or weaknesses.
- 1.4.4 Seek appropriate help when it is needed.

2

Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

2.1 Skills

- 2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
- 2.1.2 Organize knowledge so that it is useful.
- 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.
- 2.1.4 Use technology and other information tools to analyze and organize information.
- 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

- 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

2.2 Dispositions in Action

- 2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.

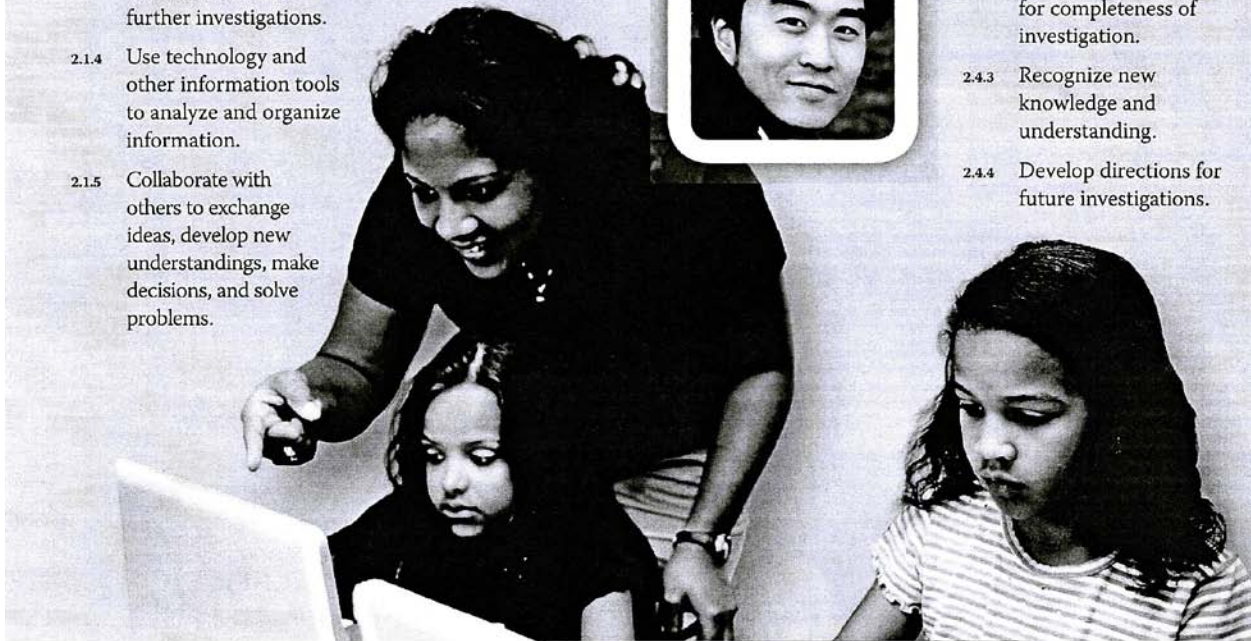
- 2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.
- 2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.
- 2.2.4 Demonstrate personal productivity by completing products to express learning.

2.3 Responsibilities

- 2.3.1 Connect understanding to the real world.
- 2.3.2 Consider diverse and global perspectives in drawing conclusions.
- 2.3.3 Use valid information and reasoned conclusions to make ethical decisions.

2.4 Self-Assessment Strategies

- 2.4.1 Determine how to act on information (accept, reject, modify).
- 2.4.2 Reflect on systematic process, and assess for completeness of investigation.
- 2.4.3 Recognize new knowledge and understanding.
- 2.4.4 Develop directions for future investigations.



3

Share knowledge and participate ethically and productively as members of our democratic society.

3.1 Skills

- 3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.
- 3.1.2 Participate and collaborate as members of a social and intellectual network of learners.

3.1.3 Use writing and speaking skills to communicate new understandings effectively.

3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

3.1.5 Connect learning to community issues.

3.1.6 Use information and technology ethically and responsibly.

3.2 Dispositions in Action

3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.

3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

3.2.3 Demonstrate teamwork by working productively with others.

3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.

3.3.4 Create products that apply to authentic, real-world contexts.

3.3.5 Contribute to the exchange of ideas within and beyond the learning community.

3.3.6 Use information and knowledge in the service of democratic values.

3.3.7 Respect the principles of intellectual freedom.

3.3 Responsibilities

3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.

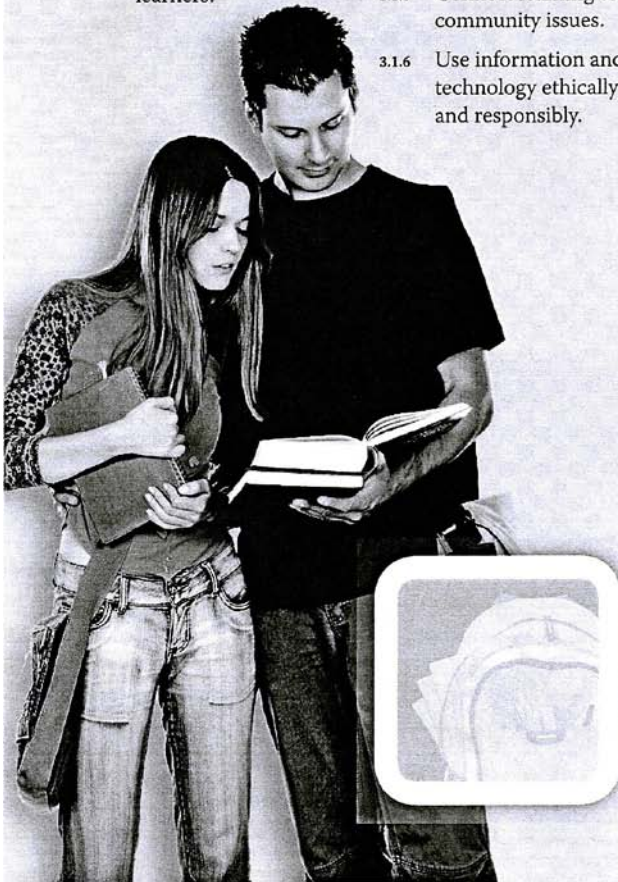
3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.

3.4 Self-Assessment Strategies

3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.

3.4.2 Assess the quality and effectiveness of the learning product.

3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.



4

Pursue personal and aesthetic growth.

4.1 Skills

- 4.1.1 Read, view, and listen for pleasure and personal growth.
- 4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.
- 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
- 4.1.4 Seek information for personal learning in a variety of formats and genres.
- 4.1.5 Connect ideas to own interests and previous knowledge and experience.
- 4.1.6 Organize personal knowledge in a way that can be called upon easily.
- 4.1.7 Use social networks and information tools to gather and share information.
- 4.1.8 Use creative and artistic formats to express personal learning.



4.2 Dispositions in Action

- 4.2.1 Display curiosity by pursuing interests through multiple resources.
- 4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.
- 4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.

- 4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.

4.3 Responsibilities

- 4.3.1 Participate in the social exchange of ideas, both electronically and in person.
- 4.3.2 Recognize that resources are created for a variety of purposes.
- 4.3.3 Seek opportunities for pursuing personal and aesthetic growth.
- 4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction.



4.4 Self-Assessment Strategies

- 4.4.1 Identify own areas of interest.
- 4.4.2 Recognize the limits of own personal knowledge.



- 4.4.3 Recognize how to focus efforts in personal learning.
- 4.4.4 Interpret new information based on cultural and social context.
- 4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.
- 4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.

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21st CENTURY LEARNERS



Key abilities needed
for understanding,
learning, thinking,
and mastering
subjects.

*Does the student have
the right proficiencies
to explore a topic or
subject further?*

Ongoing beliefs
and attitudes that
guide thinking and
intellectual behavior
that can be measured
through actions taken.

*Is the student disposed
to higher-level thinking
and actively engaged in
critical thinking to gain
and share knowledge?*

Common behaviors
used by independent
learners in researching,
investigating, and
problem solving.

*Is the student aware that
the foundational traits for
21st-century learning require
self-accountability that extends
beyond skills and dispositions?*

Reflections on one's
own learning to
determine that the
skills, dispositions,
and responsibilities
are effective.

*Can the student recognize
personal strengths and
weaknesses over time and
become a stronger, more
independent learner?*

GLOSSARY OF LIBRARY MEDIA TERMS

ACCESS POINT: A term 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 Clay County library media monies are budgeted according to function (6200) and designated by object number. For example: Object 0510 is for supplies; Object 0530 is for periodicals, etc.

ADDED ENTRY: A secondary entry for a work, i.e., any entry other than the main entry. It is a duplicate of the main entry with the addition of a special heading such as title or subject.

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.

AUDIO: Of or pertaining to sound or sound recording.

BALANCE: The amount of money remaining in a object after the total cost of all expenditures has been subtracted from the original allocation. A record of funds in each object should be requested by the library media specialist each month.

BIBLIOGRAPHY: A list of books and/or nonprint materials on a given subject or by a specific author.

CALL NUMBER: The number (made up of letters, numbers, and symbols) used to identify and locate a library item.

CATALOG: A list of books and nonprint items arranged according to a definite plan. It records, describes, and indexes the resources of a collection or a library media center.

CATALOGING: The process of determining the access points, classification information, and description of books and nonprint materials for a catalog.

CATALOGING IN PUBLICATION (CIP): Cataloging data provided by the Library of Congress before a book is published; the data is found on the verso of the title page.

CLASSIFICATION: A systematic scheme for the arrangement of books and other materials according to subject or form.

CONSIDERATION FILE: A current, temporary file of items under consideration for purchase; may consist of order slips, notices from publishers, etc.

COPYRIGHT DATE: The date recorded in the U.S. Copyright Office and found on the verso of the title page; may also be found on the colophon.

CROSS REFERENCES: Referrals from terms or names not used in a catalog or index that are used. They are **SEE** and **SEE ALSO** references.

ENCUMBERED FUNDS: The amount of obligated, earmarked funds needed to pay for materials requested on a purchase order. The purchasing department encumbers funds as soon as the school's order has been placed.

ENTRY: The heading chosen for a record of a book in a catalog or list – may be author, title, subject, corporation, etc., and there are multiple entries for one title.

GMD: A term indicating a broad, general class of material (non-print) to which an item belongs; videorecording is an example.

HEADING: The name, word, or phrase used at the head of an entry to indicate some special aspect of a book, i.e. author, subject, title, etc.

INVENTORY: A physical accounting of books and nonprint materials in a library media center. Inventory is required yearly, and the Inventory Report is due to the District Media Center by the last day of school each year.

JOBBER: A company that resells books or other materials from many producers; a book jobber sells books from various publishers.

MEDIA: Printed and audiovisual forms of communication and their accompanying technology.

PHYSICAL DESCRIPTION: Identifying the physical characteristics of an item for cataloging purposes.

PREBOUND: A new book bound in a library binding or reinforced binding prior to original sale.

PROCESSING: The physical preparation of books for the shelves.

PUBLICATION INFORMATION: Place of publication, publisher, and date of copyright and/or publishing date.

REQUISITION: The form that is used to request items for purchase.

REQUISITION NUMBER: The number that is assigned to an order when it is entered into the computerized ordering system.

“SEE ALSO” REFERENCE: A direction in a catalog from a term or name under which some entries are listed, to a term of name under which additional information may be found.

“SEE” REFERENCE: A direction in a catalog from a term or name under which no entries are listed to an established term or name in a catalog.

SERIAL: A publication issued in successive parts, usually at regular intervals, and intended to be continued indefinitely.

SERIES NUMBER: A number of separate works, usually related to one another in subject or otherwise, issued in succession, normally by the same publisher and in uniform style, with a collective title which usually appears at the head of the title page or on the cover.

SERIES ENTRY: An entry of the several works in the library media center which belong to a series under the name of that series as a heading.

SPINE: That part of the cover or binding which conceals the sewn or bound edge of a book; usually the title and author are found on the spine.

STATEMENT OF RESPONSIBILITY: Repeat of author's name and other people associated with the work (joint authors, illustrators, etc.).

STRATEGY: An action plan formulated to expedite and facilitate learning from introduction to completion of research.

SUBJECT HEADING: A word or group of words from a controlled vocabulary

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<http://www.ala.org>

ALA Intellectual Freedom Statements and Policies:

<http://www.ala.org>

Intellectual Freedom Manual:

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Florida Library Association Intellectual Freedom Manual:

http://www.flalib.org/int_Freedom_Manual.php

FAME Intellectual Freedom Scholarship

<http://www.floridamedia.org> (*click on scholarships and awards*)