

School District of Clay County

Green Cove Springs, Florida

**Charlie Van Zant, Jr.
Superintendent of Schools**



Manual of Procedures for School Media Services

Clay County School Board

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Table of Contents

Library Media Vision/Mission	4
What Everyone Needs to Know about Library Media	5
What Media Specialists and Administrators Need to Know about Library Media	20
Textbook Policy	44
NEFLIN	45
Censorship Policy	46
Collection Maintenance	51
Inventory	58
Financial Management	61
Comprehensive Planning.....	74
Professional Development.....	80
Philosophy	100
Forms	117
Personnel Directory	126
Professional Organizations	129
Glossary	130
References	134
Index	135

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21st Century Library Media Vision/Mission

The mission of the 21st Century Library Media Center is to 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.

As digital devices become accessible to every student, the vision is for the Center to be less a room of resources and more the instructional epicenter of the school; to instill the love of independent reading, and assist teachers and learners to easily access, evaluate, analyze, and ethically use information to solve problems and produce real-life original works that are representative of high performing students as they move through elementary, middle and high school into college and the workforce.



What Everyone Needs to Know About Library Media

The **Instructional Division** is 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 and professional materials for district employees and provides support for school library media programs.

At most school sites, there is at least one certified **Media Specialist** and in some schools there is also a **Media Technology Support 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://tinyurl.com/oneclaylibrarymedia> 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.leg.state.fl.us/statutes>
- School Board of Clay County
<http://oneclay.net/school-board/>
- Southern Association of Colleges and Schools
<http://www.sacs.org>
- Florida Department of Education
<http://www.fldoe.org>
<http://www.fldoe.org/bii/curriculum/>
- American Library Association
<http://www.ala.org>
<http://www.ala.org/aasl>

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.cpalms.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 diversity 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 technology support 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.

ENHANCED CLASSROOMS

Although components of SDCC Enhanced Classrooms are standard, vendors, brands, and models vary according to the date and vendor. Clay County has several vendors who have provided Enhanced Classrooms installations. The current bid is with Classroom Technology Solutions. Select this system if your classroom was completed after July 2009. Prior to July 2009, most installations other than CGE, OVE, and SLE, were from CompuTrac. Select this system if your classroom was completed prior to July 2009. Oakleaf Village Elementary and Shadowlawn Elementary have systems that were installed during construction by Miller Electric. CGE has systems that were installed by BES although certain components were later modified.

For updated information concerning enhanced classrooms, refer to the Enhanced Classroom Organization at <http://tinyurl.com/oneclayenhancedclassroom>.

ELEVATED PRIVILEGES

Media Specialists and Media Technology Support Assistants who have completed the required training will be issued elevated network privileges. The accounts will have local administrator privileges over the PCs on their respective campuses.

These positions are under the direction of the school's principal; however, the Information Resources and Information Services Departments have oversight. Personnel granted elevated privileges will have access to SharePoint via the following link: <http://coshare/SiteDirectory/ds>.

DISTRICT POLICIES FOR INSTRUCTIONAL TECHNOLOGY
(Refer to Attachment A)

MOBILE DEVICE PURCHASING / TRACKING GUIDELINES

All existing Mobile Devices at your location no matter what the cost shall need to be added to the appropriate Destiny program by year-end (June 30, 2014). Refer to Destiny QuickSheets when adding devices. Once ALL existing devices have been entered in to Destiny, send Kathy Hopkins in Property Control, a Destiny Inventory Report. Property Control shall remove those items that are under \$749.99 from TERMS Asset Property Inventory.

PURCHASING / PROPERTY ASSET TAG

<u>\$749.99 and Under:</u>	<u>Object Code</u>	<u>Property Asset #/Tag</u>
Mobile Device: Kindles/iPads/Tablets	0644	NO
Laptops and Computers	0646	YES
<u>\$750.00 and Over:</u>		
Mobile Device: Kindles/iPads/Tablets	0643	YES
Laptops/Computers	0643	YES

MOBILE DEVICE {Kindles/iPads/Tablets} TRACKING

Once order is received, follow normal PO procedures of unpacking, checking items, and signing off on PO.

All Mobile Devices must be processed in **DESTINY** by school designated personnel no matter what the cost.

All mobile devices, whether provided for employee or classroom/student use require a MIS form PRO-1-3418 Equipment Check-Out Agreement to be signed and filed with the Property Manager at your location.

- **Employee/Teacher/Media Center:** Devices that are used/assigned to Employee/Teacher/Media Center shall be barcoded, entered into Destiny and tracked thru **Destiny Library Manager** by the Media Specialist/Media Tech at your location. District Office Employees shall go through the District Media Center unless their Department is a sub location in Destiny.

Example: Employee Device arrives at location. Send to Media Center for input into Destiny Library Manager. Have employee sign MIS form PRO-1-3418 Equipment Check-Out Agreement and make sure the device has been secured (find my iPad) before releasing device. Forward signed agreement to Property Manager. At the end of the year a Destiny inventory report shall be run and the Property Manager shall be notified of any missing devices.

- **Classroom/Student:** Devices that are used/assigned to Classroom/Student shall be barcoded, entered into Destiny and tracked thru **Destiny Textbook Manager** by the Instruction Materials Administrator/Property Manager at your location.

Example: Classroom/Student Device arrives at location. Send to Instruction Materials Administrator/Property Manager for input into Destiny Textbook Manager. Have instructor/student sign MIS form PRO-1-3418 Equipment Check-Out Agreement and make sure the device has been enrolled in the MDM system before releasing device. File the signed agreement. At the end of the year a Destiny inventory report shall be run so any missing devices can be identified.


“How to” ADD MOBILE DEVICE IN DESTINY

- All Mobile Devices, regardless of budget coding, are to be delivered to the school designated personnel for processing in either Destiny Library Manager by the Media Specialist/Media Tech or in Destiny Textbook Manager by the Instructional Materials Administrator/Property Manager.
- Barcode each device so that the barcode is readily accessible. This barcode number serves as the Destiny tracking number. (No SDCC Property/Asset # is assigned unless over \$750.00)
- Attach the barcode number strip to another location on the device or cover.
- Write barcode number on back of device with permanent pen. It is also recommended to write the serial number of the device in a readily accessible location.
- See Destiny QuickSheet to add copies in Destiny Library or Textbook Manager.

DESTINY QUICKSHEET

Adding Mobile Device to Destiny Textbook Manager

Destiny Textbook Manager for Classroom/Student or Undetermined Use:

- Barcode each device
- Log in to Destiny
- Use the drop-down at the top to select **Textbook View**
- Select **Catalog**
- **Textbook Search**
- Use drop-down to select **Keyword**
- Type the name of the device (iPad, Kindle, etc.)
- Use the drop-down to choose **Search in Destiny Libraries & Textbooks**
- Select **Go**
- Choose the correct device and click on **Details**
- Select **Add Copies** icon
- Enter Number of copies
- Enter starting Barcode Number
- Click on **Save Copies** icon. You will be prompted to make sure you want to do this
- When added, click on **Show More**
- Verify starting and ending Barcode Numbers
 - ≈ If you make a mistake **Print the Page**.
 - ≈ You can delete each copy that is an error, then start over.
- Next, Select the **Edit Copy** icon
- Enter the Serial Number under **Edition**
- If the device has a property tag, enter the number under Purchase Order Number as SDCC xxxxx.
- Click on the **Save Copies** icon in the top right to save the information 
- Use the “breadcrumbs” at the top to go back to **Copy Record** and repeat the last three steps to add Serial Number and if needed, Property Number for each device.

The mobile device is ready for checkout.


Checking out Mobile Devices

If a device is being issued to a teacher or student, MIS form PRO-1-3418 Equipment Check-Out Agreement must be signed and filed with the Property Manager at your location prior to giving the device to the teacher or student.

DESTINY QUICKSHEET

Adding Mobile Device to Destiny Library Manager

Destiny Library Manager for Media Center or Teacher Checkout:

- Barcode each device
- Log in to Destiny
- Be certain the drop-down at the top shows **Library View**
- Select **Catalog**
- Type the name of the device (iPad, Kindle, etc.)
- Use the drop-down to choose **Search in Destiny Libraries & Textbooks**
- Use drop-down to select **Equipment**
- Click on the **Keyword** icon
- Choose the correct device and click on **Details**
- Select **Add Copies** icon
- Enter Number of copies
- Enter starting Barcode Number
- Click on **Save Copies** icon. You will be prompted to make sure you want to do this.
- When added, click on **Show More**
- Verify starting and ending Barcode Numbers
 - ≈ If you make a mistake, **Print the Page**.
 - ≈ You can delete each copy that is an error, then start over.
- Next, Select the **Edit Copy** icon
- Under **Volume, Issue, etc.**, enter Serial Number in Description and then the number
- If the device has a property tag, enter the SDCC property tag in **Description** and then the number
- Click on the **Save Copies** icon in the top right to save the information 
- Use the “breadcrumbs” at the top to go back to **Copy Record** and repeat the last three steps to add Serial Number and if needed, Property Number for each device.

The mobile device is ready for checkout.

Checking out Mobile Devices

If the device is being issued to a teacher or student, MIS form PRO-1-3418 Equipment Check-Out Agreement must be signed and filed with the Property Manager at your location prior to giving the device to the teacher or student.

Note: Complete Kindle Procedures are detailed in Attachment A: The “How to” Guide for Kindle Fire Use in Clay County Schools and Libraries

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 technology support assistant should be available for the circulation of materials; however, an exception would be made for those schools without a media technology support 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 technology support 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 technology support assistant. The library media specialist and media technology support assistant should have alternating lunches so one or the other can be available at all times. Library media specialists and media technology support 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 technology support assistant.** When meetings or personal emergencies make it necessary for the media technology support 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 School District of Clay County 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 recorded.**

Each library media center has been furnished with *Copyright: A Guide to Information and Resources*, 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 School District of Clay County 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 School District of Clay County policies and procedures regarding copyright. Mr. Becker also has a website for educators to use and submit copyright questions.
<http://beckercopyright.com/>

Use of Audiovisual Materials

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

- Videos in any format, DVD, streaming, downloaded, etc. 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 in any format 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 and DVDs 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.
- School District of Clay County 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, 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.*

INSTRUCTIONAL VIDEO GUIDELINES

All videos in any format shown in the classroom must be for face-to-face instructional use. **Videos may not be shown for reward, entertainment, or after school care unless the license specifically addresses those issues.** It is recommended that schools purchase licensing such as MovieLicensing U.S.A.

Only G-rated movies may be shown for instructional purposes to elementary students. Teachers of elementary students must submit form IR-1-2535 to request approval from the School Leadership Team for a waiver for PG rated movies. Teachers must also submit form IR-1-2535 to request approval from the School Leadership Team and request parental permission to show PG-13 movies to students in secondary schools. PG rated movies may be shown for instructional purposes to secondary students in junior high and high schools.

No PG movies may be shown in elementary schools without waivers and parental permission.

NO R rated videos can be shown at any level with the following exception: Specific permission from the School Leadership Team may be granted to a high school class if the video meets curriculum standards, contains no nudity and has on file a Parental Permission Form from the designated student audience.

MOTION PICTURE ASSOCIATION OF AMERICA RATINGS DEFINITIONS

- G:** General Audiences (All ages are admitted.)
- PG:** Parental Guidance Suggested (Some material may not be suitable for children.)
- PG-13:** Special Parental Guidance (Special parental guidance strongly suggested for children under 13. Some material may be inappropriate for young children.)
- R:** Restricted (Under 17 requires accompanying parent or guardian. No one under 17 permitted.)

Videos with no rating should have no profanity, excessive violence, nudity, sexual content or drug and alcohol abuse.

Teachers and media specialists must document video use in their lesson plans and must show indicators as to how the video integrates with face-to-face instruction.

CLOSED CIRCUIT TELEVISION TRANSMISSION

All videos broadcast 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." It is the responsibility of the media specialist to request these rights when submitting purchase orders.

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 or a teacher may record a television program under the copyright guidelines outlined in Gary Becker's book *Copyright: a Guide to Information and Resources*. These programs must be from non-cable stations unless permission is given directly from the cable station. (Many educational programs are permitted limited recording rights on select cable stations. Refer to the guidelines specified on the Cable in the Classroom 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 recording 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 r 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 video recording 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 School District of Clay County 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 recorded or photographed at school or school activities. Some of these recordings or photographs may eventually air on the School District of Clay County 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 a presentation. 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 recorded.

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 that is not hosted on a district sanctioned site. Faculty and staff should concentrate on submitting material that reflects school activities, student work, special projects, or aspects of the community which they serve. Emphasis of the site is 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 linked to the District website, www.oneclay.net. 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 School District of Clay County 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. 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.copyright.com/media/pdfs/CR-Teach-Act.pdf>

<http://www.copyright.com/Services/copyrighoncampus/basics/teach.html>

<http://www.ala.org/Template.cfm?Section=distanceed>

<http://www.copyright.gov/docs/regstat031301.html>

<http://www.liberty.edu/media/1410/copyright/TeachActChecklist.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. 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. Shall provide age-appropriate materials and information that presents all points of view on current and historical issues.
3. Shall provide resources that reflect age-appropriate consideration is given to treatment for the following elements: religion, ideologies, sex education, sex, profanity, and science.
4. Shall include gifts of media that only 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. 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 when appropriate.

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 electronic resources.

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.

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.

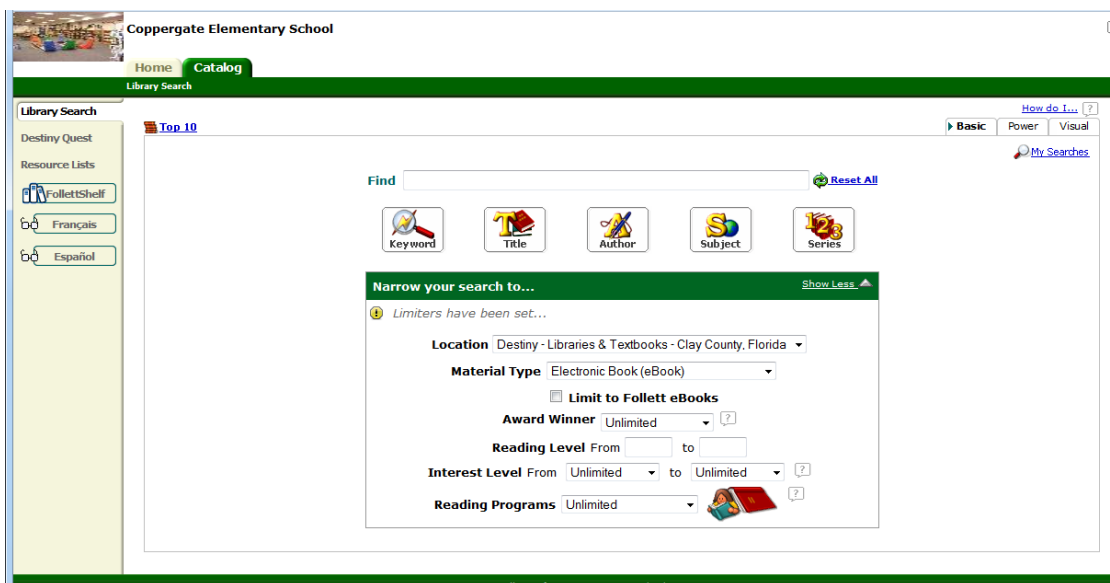
Digital Convergence eBooks

It is estimated that by 2016, over half of the library media collection will be digital. As a first venture into digital books, a committee reviewed a number of providers and selected Follett as the provider. While most vendors only offer a lease option that would require

yearly renewals for eBooks, Follett offers a purchase program so everything that was purchased now belongs to Clay County. The eBooks can be read on a PC or Mac computer, iPads, Kindles, and smartphones.

Mackin VIA, Tumblebooks, ABC-Clio, and a number of other eBook resources are also part of the District eBook Collection. Consult the school's media specialist or media technical assistant for usernames and passwords.

To search for eBooks, use the Destiny Library Catalog and use the drop down menus to select Location – Destiny Libraries & Textbooks – Clay County Florida and Material Type Electronic Book (eBook). Then click on the Keyword icon and a list of all eBooks will result. **These are all eBooks in the district and many are site specific.** To view eBooks based on your school location, login to your Destiny library site at www.destiny.k12.fl.us. Contact Julie Gross at jmgross@oneclay.net or 529-4992 or see a library media specialist if login assistance is needed.



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)

Approved novels list – when assigned reading is required, it is strongly suggested that a parental notification letter be sent home with the student. Please encourage teachers to utilize the county approved novels list.

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. Purchase replacements for worn, damaged, or missing media basic to the collection.
5. Weed continuously from the collection worn, obsolete, and inoperable items. Emphasis should be on educationally useful items; *quality*, not *quantity*.
6. Coordinate all cable television reception through the school library media center.
7. 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 be purchased through instructional materials vs. 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. 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 for instructional purposes. Selection of instructional equipment is based on current state and local contract items and prices. The Clay District Media Office will provide an updated list of equipment and bid information in Blackboard. 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.

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 if appropriate.**

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.

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

Library books should be purchased with pre-processing whenever possible. Most books will arrive from the vendor, publisher, or supplier either partially or completely processed, depending on cataloging specifications. **Textbooks should not be processed by the library media center.**

Check-In Procedures for Book Orders:

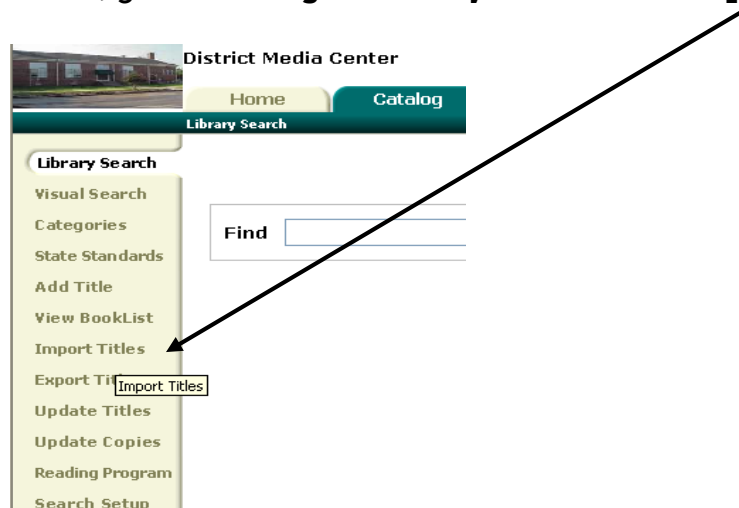
1. Check the packing slip against the contents of the order when it has been received to make sure everything on the packing slip has actually been received and is accurate.
2. Check items received off the purchase order.

3. Check binding, spine, print, and paging of each book for damage BEFORE processing.
4. Notify the bookkeeper of order completion.
5. Mark ownership:
 - a. Stamp inside front cover
 - b. Stamp center bottom of title page and (optional) “secret” page
 - c. Do not stamp illustrations and text
 - d. Be consistent
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 as needed.
9. Reinforce plastic jackets if needed
10. After you have completed steps 1 – 9, the book is ready to be shelved.

Cataloging

CATALOGING PROCEDURES FOR VENDOR-PROCESSED BOOKS

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



4. You will have several choices on the next screen which 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 [?](#)

Categories [?](#)

Sublocation

Vendor

Funding Source

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

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.**"

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).

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.

1. 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 warnings
Records must contain the same LCCN, ISBN, or ISSN and the same title - Assign Circulation Type 'Regular'

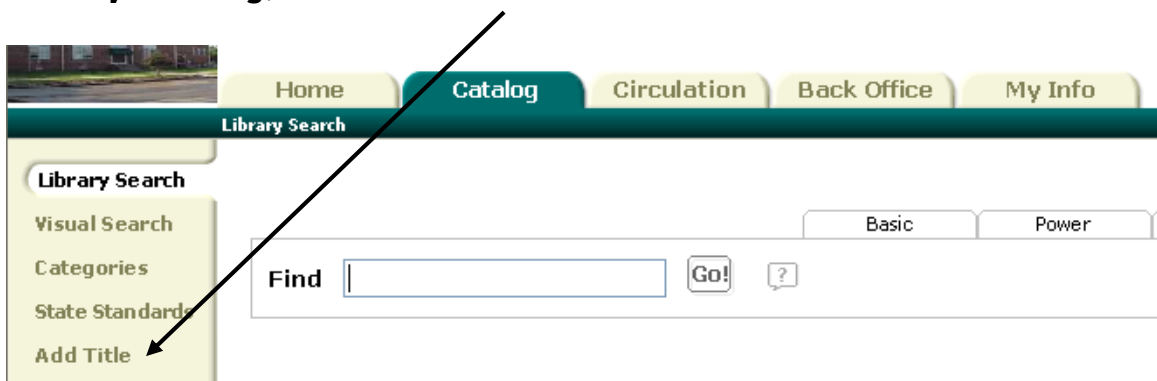
Summary Read 3 Records:

- 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)

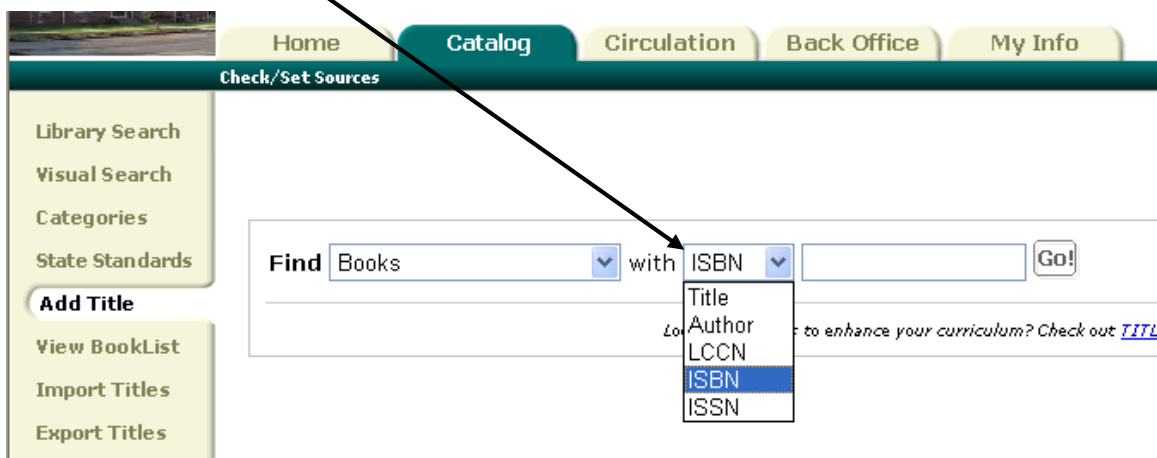
7. If you have **REFERENCE** or **PROFESSIONAL** books, call up the copies for these books and change the call number if necessary; make a new spine label for these books.
8. Apply the spine labels and the label protectors.
9. Stamp the library name as outlined in **Cataloging Procedures**.
10. Tape 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:

Home Catalog Circulation Back Office My Info

Check/Set Sources > Search Results

Books with the ISBN "1563089831"

Titles 1 - 2 out of 2 Sort by Source Go!

Educator's survival guide for television production and activities [Details](#)
 Kyker, Keith. LCCN: 2003-47668 ISBN: 1-56308-983-1
 Westport, CT : Libraries Unlimited, 2003. x, 276 p. :

Educator's survival guide for television production and activities [Details](#)
 Kyker, Keith. LCCN: 2003-47668 ISBN: 1-56308-983-1
 Westport, CT : Libraries Unlimited, 2003. x, 276 p. :

Titles 1 - 2 out of 2

Searching Z-Sources... [Get Z-Results](#)

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.

- 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.

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

[Add Copy](#)
[Edit Title](#)
[Duplicate Item](#)
[Edit Quiz Info](#)
[BookList It](#)
[Hold It!](#)

2. Add the book's **barcode**. **ALWAYS CHECK THE CALL NUMBER TO MAKE SURE IT IS CORRECT. THERE SHOULD BE NO SLASH, AND IT SHOULD 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 ?

Purchase Price ?

Circulation Type ?

Date Acquired ?

Status ?

* = Required Field

Categories ?

Notes ?

There are no notes for this copy

3. Now add the **price** and change the **circulation type** if the book is reference or professional.
4. 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 ?
 Assign next barcode

*Call Number ?

Purchase Price ?

Circulation Type ?

Date Acquired ?

Status ?

* = Required Field

Categories ?

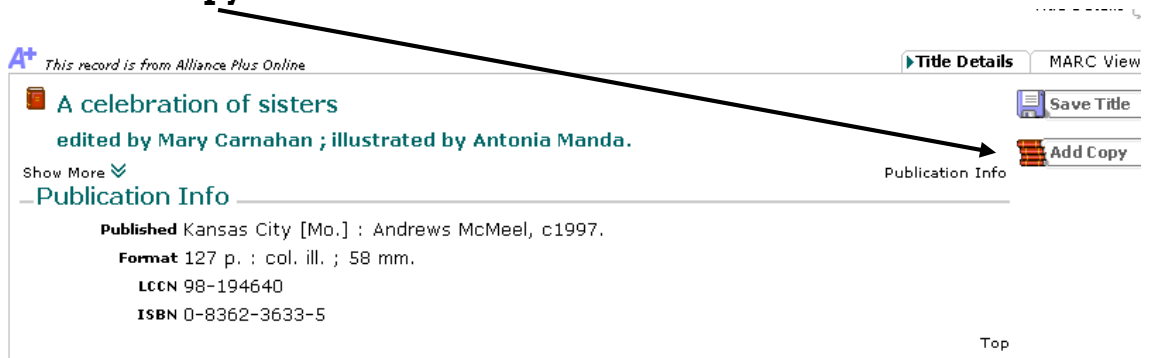
Notes ?

There are no notes for this copy

5. 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:



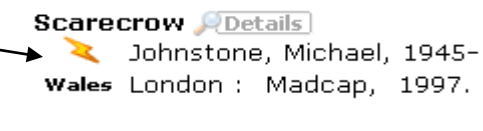
10. Click on **Add Copy**:



11. Add copy information for the book and click on **Save Copy**; it is now ready for checkout.



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, adding a copy is done exactly the same way as the previous two copies were done.

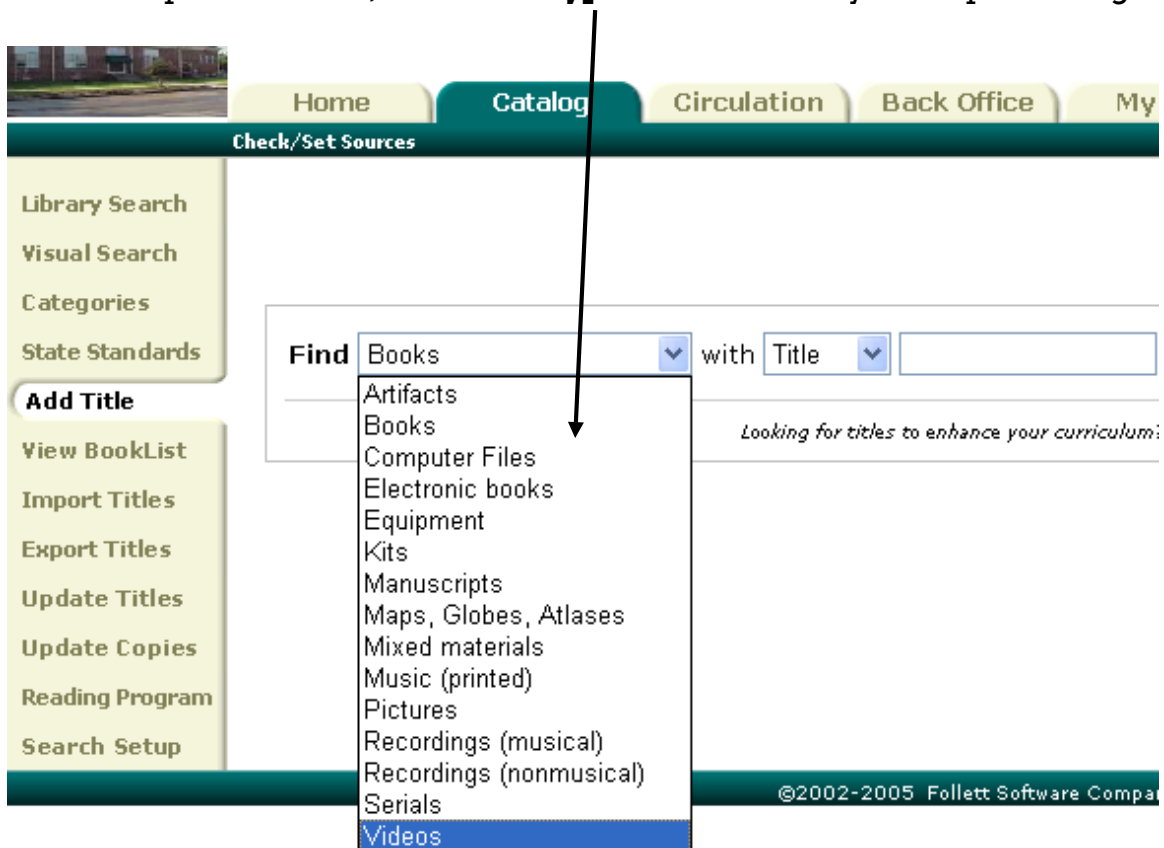
13. IF A TITLE RECORD ABSOLUTELY CANNOT BE FOUND IN CLAY COUNTY, ALLIANCE+, OR Z39.50 SOURCES, **after you have searched by Title and by ISBN and/or LCCN, ONLY then can you submit for original cataloging. Original cataloging is discouraged in the schools.**

PRIOR TO SUBMITTING items to the District Media Center Office for original cataloging, call Julie Gross at x5900992 or the District Media Services Specialist at x5900992, and be sure to:

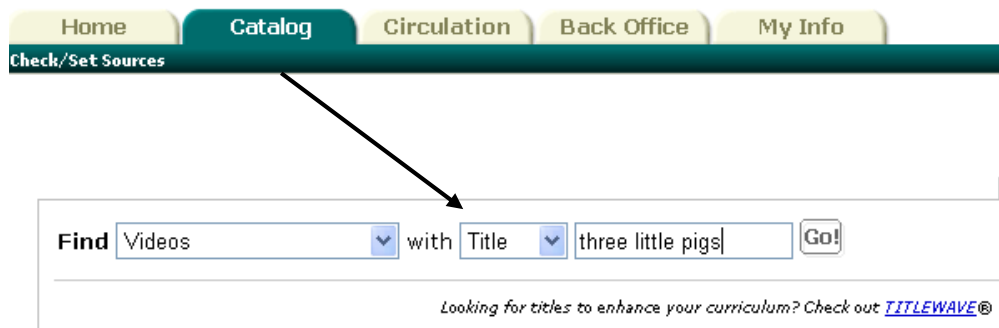
1. Apply barcodes, barcode label protectors, and spine labels to books.
2. Stamp the school name in designated areas.
3. Add security strips if there is a security system.

CATALOGING AUDIOVISUAL MATERIALS IN DESTINY:

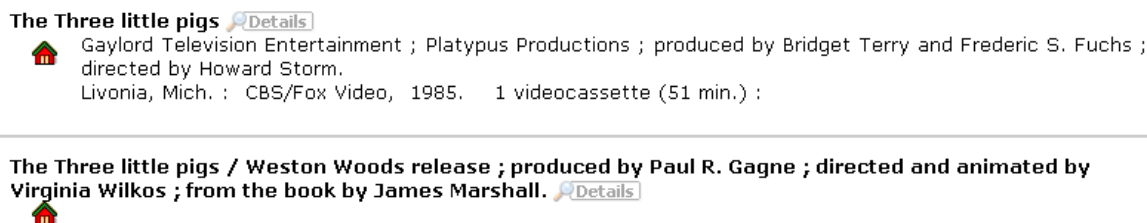
1. Preview, stamp school name, and barcode the AV materials for inventory control.
2. Go to **Destiny/Catalog** and click on **Add Title**.
3. On the drop-down menu, choose the **type** of AV material you are processing:



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:



6. To add a title record or copy, follow 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 CONTACT THE DMC TO CREATE AN ORIGINAL RECORD.**

Recommended Prefixes for Call Numbers

CALL NUMBERS GROUPED BY PREFIX – Use All Caps

**Prefixes with an either/or choice are for materials that are too narrow for a 3-character prefix.*

B or 92*	Biographies
BB	Big Books
920	Biography collections
CA	Cassette tapes
CF	Computer files
DVD	Digital Versatile Disk or Digital Video Disk
E	Easy books
EBK	Electronic books of eBooks
EQ	Equipment (<i>specific categories detailed below</i>)
F or FIC*	Fiction
FS	Filmstrip
GL	Globes
KIT	Kits (<i>expanded scope includes class sets of books without sound</i>)
MA	Maps
P or PRO*	Professional Library
PB	Paperbacks
R or REF*	Reference
REA	Realia
SC	Story collection
SER	Serials
SR	Sound recordings (<i>cassette and CD mediums</i>)
VR or VHS	Videocassette recordings

EQUIPMENT

EQ Cable	Computer cables (<i>especially HD15 cables, comp and LCD projectors</i>)
EQ Cassette	Cassette players/recorders
EQ CD Player	CD player/cassette player/radio (<i>boom box</i>)
EQ Doc Camera	Document cameras
EQ DVD	DVD players
EQ DVR	DVR (<i>DVD recorders</i>)
EQ eReader	Kindle/eReader/Tablet
EQ Enh Pad	Enhanced Classroom digital pad
EQ iPad	Apple iPads
EQ Laptop	Laptop computers
EQ LCD	LCD projectors
EQ Overhead	Overhead projectors
EQ VCR	Video cassette player/recorder
EQ VCR/DVD	VCR/DVD players (<i>dual machines</i>)
EQ TV	Televisions

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.

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/Hold Books

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.
- 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, but no longer than 3 weeks. 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 39).

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 this 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
- 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.

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; one for reference

Replacement Cost

Replacement cost is charged to students when books or materials are lost or damaged beyond use (wet or defaced). Library media specialists should notify an administrator if a student does not pay for the material in a reasonable length of time. In lieu of payment an administrator may assign library-related community service, leaving the assignment of the service to the library media specialist's discretion (i.e. cleaning tables, straightening library, shelving and straightening books). **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.**

- A numbered receipt must be given for money collected using an official numbered receipt book obtained from the school's 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 is returned during the same school year in which it was paid.
- 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 Catalog, an online booking system used to browse and book the several thousand videos, DVDs, CDs, and professional books housed in the District Media Center. The DMC Destiny catalog 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.

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.

NOTE: ALL equipment taken off campus must have the approval of the building principal as evidenced by completion of MIS Form PRO-1-3418 Equipment Checkout Agreement (Attachment B).

For a printable version of this form which is shown below, click on hyperlink: http://oneclay.net/wp-content/uploads/2014/01/equipment_checkout14.pdf

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

COST CENTER: _____

PROPERTY / BARCODE #: _____ **SERIAL #:** _____

Item Description (Type, (Model #, Manufacturer): _____

DATE REQUESTED FROM: _____ **TO:** _____ **REASON:** _____

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 in the event of loss or destruction. The cost of replacement shall be the cost to replace the equipment with a new unit of the same original model or if the same original model has been discontinued by the manufacturer a newer model with equal or better features. 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."

INITIAL BELOW FOR ELECTRONIC DEVICES (iPad, Kindle, Tablet, etc.)

_____ I have secured the electronic device indicated above by placing a locking code and tracking application on said device.

NOTE: If you experience problems with installation of locking code or tracking application, contact your "IS" Tech or the District Technology Integration Specialist at 904-278-4570 for assistance.

I, _____, agree to the terms stated above.
(Print Name of Borrower)

If checked out by Parent, include Student's name: _____

(Signature of Borrower)

Check-out condition: _____

Date checked out: _____ Approved By: _____
(Property Manager/Designee)

ONCE APPROVED: Property Manager keeps the Original; gives a copy to the Borrower and sends a copy to the Property Control District Office.

Complete section below using the Original and give Borrower a copy:

Check-in condition: _____

Date checked in: _____ By: _____
(Property Manager/Designee)

Resource Sharing

Teachers are encouraged to use the District Media Center audiovisual and professional materials collections. Such materials are available for teachers to reserve via the DESTINY computerized system from the District Media Center collection as well as the collections of other participating schools.

Teachers are also encouraged to expand their resources through DESTINY, NEFLIN, the Internet, and subscription services (i.e.: Florida Electronic Library, Teachingbooks.net, Soundzabound.com), and other telecommunications (i.e. Schultz Center).

SDCC DESTINY Interlibrary Loan Policies for School Library Media Centers

PURPOSE

- To provide equal access to library resources for all Clay County patrons
- 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.
- Reference materials may be loaned at the discretion of the media specialist.
- **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.
- **No fines may be charged for overdue ILLs.**
- 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.
- At the end of the year all fines should be cleared and books marked as lost if they haven't been returned.

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
 - Decline the ILL. 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.

NEFLIN

Northeast Florida Library Information Network

NEFLIN is a non-profit, multi-type 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. 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 via inservice workshops and webinars
- Resource sharing
- Equipment/materials loan program
- Research and development
- Partnerships for grant funding
- Leadership opportunities
- Additional services through relationships with other organizations.

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

Media specialists and media technical support assistants are encouraged to participate in professional development via NEFLIN. To receive professional development credit, submit an out-of-county professional development form to Hilda Manning.

Textbook Policy

The library media center is **not** a depository for textbooks or the instructional items associated with these materials. 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 only exception to this policy would be Dual Enrollment materials.

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

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. More information can be found at:

<http://www.ala.org/advocacy/intfreedom/censorshipfirstamendmentissues/>

CHALLENGED MATERIALS

When there is a complaint about library materials the library media specialist should be notified, but the **school administrator and the school Leadership Team should handle the complaint according to the following procedures.**

POLICY/PROCEDURE

Reconsideration or Review of Instructional Materials

1. Individuals wishing to review materials or wishing to have materials reconsidered must complete the MIS Form ISS-2-2501 Request for Reconsideration or Review of Instructional Materials.
2. The administrator returns completed form to the Supervisor of Instructional Resources who will advise Assistant Superintendent for Instruction of the 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 relate 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.

Approval of Non-Board Approved/Non-State Adopted Supplemental or CORE Materials

Follow the procedures for Reconsideration or Review of Instructional Materials detailed above for approval of non-Board approved or non-state adopted books or audiovisual materials for use in the classroom.

1. Individuals wishing to review these materials must complete the MIS Form ISS-1-2535 Request for Approval of Non-Board Approved or Non-State Adopted SUPPLEMENTAL or CORE Instructional Materials.
2. 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.

Sample forms for both procedures follow on the next two pages. These forms may be ordered from the District Print Center website:

- ISS-2-2501 Request for Reconsideration or Review of Instructional Materials
- ISS-1-2535 Request of 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.

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.

Original and Copy 1 – Instructional Support Services with a copy of the Instructional Material Copy 2 – School Copy
 ISS-1-2535 E. 06/26/2010

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***

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.plm.com/PLM-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.

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 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 Resources 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](#)

Submit Form

Print Form

SCHOOL DISTRICT OF CLAY COUNTY REQUEST FOR ON-SITE SURVEY

FROM:

OVER \$750.00

UNDER \$750.00

TO: COORDINATOR OF PROPERTY CONTROL, DISTRICT OFFICE

The equipment/furniture is located in Bldg/Room / and is ready for pick-up.

Cost Center Property Manager's Digital Signature:

Date:

PROPERTY NUMBER	SERIAL NUMBER	ITEM DESCRIPTION	USABLE Y/N	UNITS	UNIT PRICE	REISSUE	SALE/JUNK

INSTRUCTIONS: Form will be completed and digitally signed by the Cost Center Property Manager. Then click on the "Submit Form" button and send via email to the Coordinator of Property Control who will acknowledge receipt of the form and arrange for the pick-up. **NOTE: NO ITEMS OTHER THAN THOSE LISTED ON THIS FORM WILL BE SURVEYED OR REMOVED. COMPLETE ALL COLUMNS EXCEPT THE LAST TWO (These columns are completed after the items are received at the district). SEPARATE ITEMS OVER AND UNDER \$750.00.

THIS SECTION TO BE COMPLETED AT THE TIME OF PICK-UP

VERIFIED PICK-UP: _____ DATE PICKED UP: _____

THIS SECTION TO BE COMPLETED BY THE COORDINATOR OF PROPERTY CONTROL
Above listed equipment/furniture has been surveyed and disposed of as indicated above

COORDINATOR OF PROPERTY CONTROL: _____ Date: _____

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. **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
- Serves as documentation 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. **If at all possible, 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 scanner or with a barcode scanner and a computer on a cart.

What to Inventory:

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

INVENTORY WITH THE PANTHER OR FALCON SCANNER

Directions for inventory scanning procedures are specific to the scanning device used by each school. Complete directions are available from the Help screen in Destiny. The procedures must be read completely before beginning the inventory process.

The Destiny Inventory report found on the next page is due each year to Karen Robinson in the DMC by the last day of school for teachers.

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 spring, 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 District 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.**

- 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, STAR Reading, WebPath Express)
- 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.
- 0590: Professional books.
- 0611: Library books (with processing) for opening **new** school libraries.
- 0612: Library books for existing libraries (with processing).
- 0614: Library ebooks, (including TruFlix, Tumblebooks, World Book, Grolier, EasyBib)
- 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 *WebPath Express*
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

0590: *Professional Materials*

Reference books
Workshop materials

0612: *Library Books*

Printed barcodes & protectors when purchased with books

0614: *Library ebooks*

Ebooks
Online subscriptions (Tumblebooks, Grolier, World Book, EasyBib)

0621: *Audiovisual Materials over \$750*

LIST OF MEDIA'S MOST USED OBJECT CODES

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 the online AV equipment list on Blackboard for equipment vendors and items. To order equipment after the expiration of the bid list or equipment not on the bid list, contact the district purchasing office.
- B. Place the library media specialist's name on the requisition
- C. Write in the cost center, fund, function, object, and project on the requisition.
- D. 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. The link for the warehouse is available off the School District of Clay County website under Business Affairs.

http://www.clay.k12.fl.us/PDF-Bids/warehouse_office_supplies.pdf

**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** refers to 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](#)

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. The media specialist is responsible for noting where all the collected money will be utilized on the fundraiser form.

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. Fill 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 Exempt/lor Cert # _____

_____ This purchase is not for school use and is subject to taxes applicable.

OFFICE USE ONLY (19)
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) _____

SAD-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 cooperative resource sharing within district, region, and state through Destiny.
 - 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.

ANNUAL BUDGET DETAIL

Dept/Division: Clay County Sample School Library Function:6200 Year: 2013/2014

<u>OBJECT</u>	<u>AMOUNT</u>	<u>NOTES & EXPLANATIONS</u>
0360	\$315	Movie Licensing Renewal
0530	\$899	Magazine Renewals
0612	\$5500	Books
0614	\$345	TrueFlix Renewal
0622	\$1600	DVDs Maps
0641	\$1600	2 multimedia projectors
<u>Total:</u>	<u>\$10,259</u>	

**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	
		Comments	
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		

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

PROFESSIONAL DEVELOPMENT

EVALUATION

Media Specialists and Media Technology Support 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

School Library Media Programs should use the ExC³EL rubric located at [ExC³EL – Expectations for Collaboration, Collections, and Connections to Enhance Learning: A Program Evaluation Rubric](#)

to evaluate the following six components of the library media program:

- **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 also apply 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>.

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:

1. 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.
2. 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.
3. 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.
4. Operates computer network, including daily startup and shutdown of system, daily and weekly backup of files.
5. Distributes instructional television programs to classrooms via the school closed circuit television (CCTV) system. Loads and monitors audiovisual media for viewing.
6. May assist students and staff in production of live programming via the school CCTV system.
7. 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.
8. Assists in preparation of displays, bulletin boards, exhibits, and media productions.
9. Maintains an orderly and attractive media center, including materials, equipment, furnishings, and book shelves.
10. Troubleshoots computer and audiovisual equipment when problems arise.
11. May contact, monitor, and train both adult and student volunteers.
12. May coordinate school book fair, including notifying classes of schedule, collecting money, and completing reports.
13. Processes new materials, verifying purchase orders, stamping ownership, entering data to computer system, and assigning barcode numbers.
14. May monitor students and/or read to students in the absence of the media specialist.
15. Performs inventory of materials and equipment in the media center, assists in preparation of annual book count and inventory reports.
16. Compiles and maintains records of additions and deletions for statewide Sunlink project.
17. Prepares and distributes overdue notices to students and staff. Collects monies for damaged and lost materials.
18. 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 technology support assistants must register for in-service activities at Navigator Plus WHETHER OR NOT in-service points are desired. (Access via TTC website.)

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 Resources.

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 Dr. Michael Henry 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 Navigator-Plus:

If you wish to participate in an activity not listed in Navigator-Plus 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-1-2130 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):

Strategy 1 Evaluation: After using Google Maps in the classroom, 80% of students increased their reading time by 50% as evidenced by Reading Logs.

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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 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
\$6.00	Breakfast before 6 a.m. and extends beyond 8 a.m.
\$11.00	Lunch before 12 noon and extends beyond 2 p.m.
\$19.00	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 IRS current standard mileage rate (\$.56 as of January 1, 2014). Always confirm this rate with your school bookkeeper when calculating your reimbursement. Mileage is taken from the District Office Mileage Chart or <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.

In order to claim reimbursement for such incidental expenses as registration fees, taxi fares, toll charges, parking fees, professional meetings, etc., 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 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 ADMINSTRATOR**, 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

<u>Scheduled Access</u>	<u>Flexible Scheduling</u>
<ol style="list-style-type: none"> 1. The use of the library media center is determined by administrative scheduling. 1. The library media center is used for one class at a time like other classrooms in the building. 2. The library media center is rarely used during unscheduled periods. 3. There is little correlation between classroom activities and library media center utilization. 4. The library media center is available only for classes. 5. Information skills are taught in isolation. 6. Information skills are rarely reinforced in the classroom; therefore they are quickly forgotten. 7. Information skills instruction is limited to approximately 12 min. per week. 8. There are minimal reference assignments; therefore reference books and databases are basically unused. 9. Students have poor information retrieval skills. 10. Students check out books only on assigned days. 11. The majority of books circulated tend to be fiction. Non-fiction circulation is minimal. 12. Listening, viewing, browsing, exploration, and use of periodicals and computers are minimized by time constraints. 13. Students tend to be dependent rather than independent users of the library media center. 14. When students reach junior high, they seldom use the library media center for recreational reading, listening, viewing, and computer searching. 15. The library media specialist spends the entire day planning and teaching. 16. Teachers tend to view the library media center as a peripheral subject area to their own instructional assignment. 	<ol style="list-style-type: none"> 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.

Adapted from: Dade County Public Schools, Library Media Services

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.

Huyen, 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 k12Maps, teachingbooks.net, soundzabound.com, 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/codeethics.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.

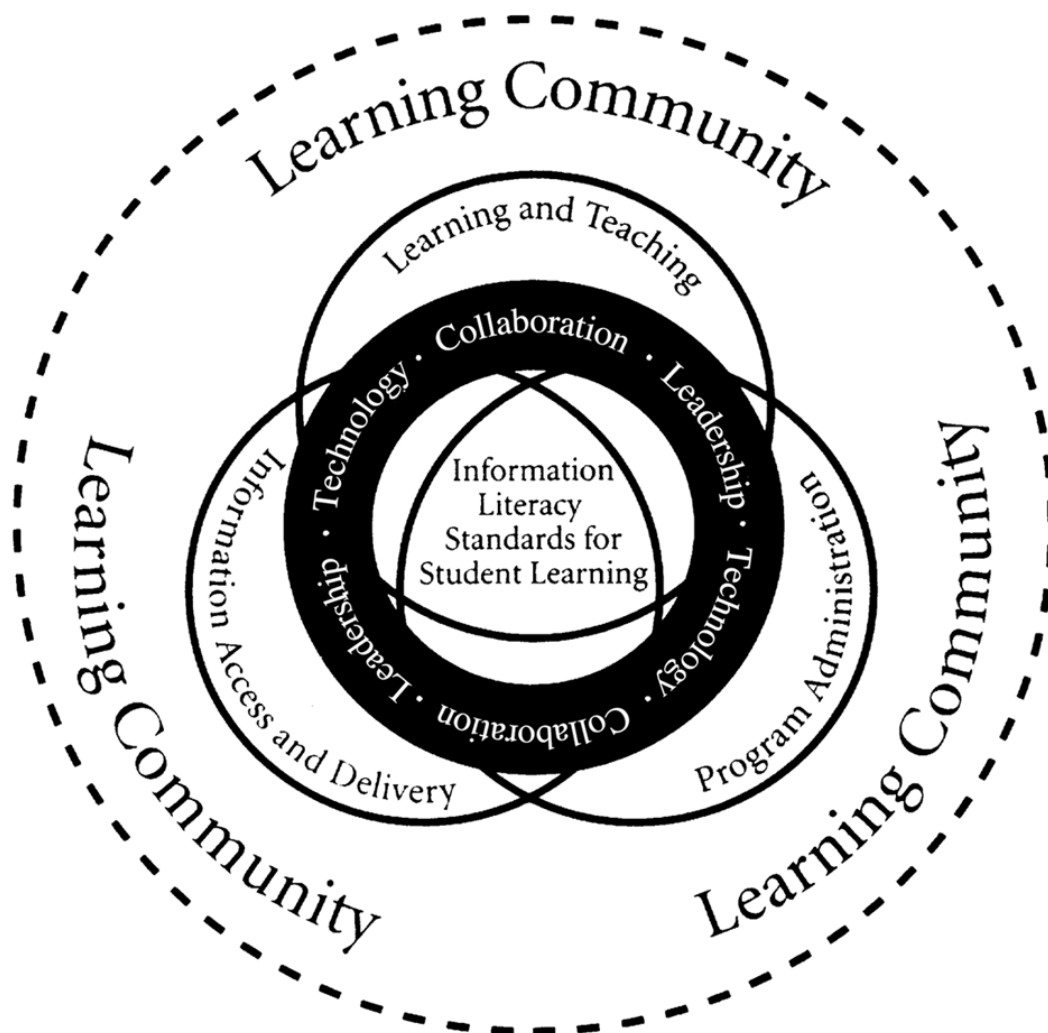
Principle 8: Ongoing staff development--both to maintain professional knowledge and skills and to provide instruction in information literacy for teachers, administrators, and other members of the learning community--is an essential component of the library media program.

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/aaslIRues/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
BUDGET AMENDMENT REQUEST**

* * * * *

* *(Business Affairs Office use only)* *

* POSTED DATE: _____ ENTRY # _____ Dsc. _____ *

* * * * *

DATE: _____ PAGE # _____ Cost Center B.A. # _____

Reason for budget amendment: (Src): _____

<u>FUND</u>	<u>FUNCTION</u>	<u>OBJECT</u>	<u>COST CENTER</u>	<u>PROJ.</u>	<u>AMOUNT</u>	<u>*F/T</u>
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
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_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

TOTAL: _____

(Total must equal zero except for revenue & fund balance adjustments)

Requested by: _____ Date: _____

Project Manager/Dept. Head: _____ Date: _____

Approved by: _____ Date: _____ Posted by: _____

NOTE: ONLY ONE FUND PER BUDGET AMENDMENT REQUEST.

* F/T = "F"rom (decrease) "T"o (increase)
Revenue and fund balance adjustments must also be done on a separate budget amendment request.

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 _____ REQUEST CENTER _____

FUNC. _____ PROJECT _____

OBJECT _____ SHIP TO _____

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. _____
TOTALS _____

NAME OF SCHOOL/DEPARTMENT _____

ATTENTION: _____

PRINCIPAL or ADMINISTRATOR _____

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

ISS-2-2508
E. 2/01/2006

E

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

PICKED UP BY: _____ DATE: _____

DATE CREDITED: _____ CREDITED BY: _____

PERSONNEL DIRECTORY

**INSTRUCTIONAL RESOURCES
23 S. Green St.
Green Cove Springs, FL 32043**

Jones, Alisa – Supervisor

(904) 529-2612
Internal 5900612

Robinson, Karen- Instructional Media Services Specialist.

(904) 529-4991
Internal 5900991

Gross, Julie - District Media Technical Secretary

(904) 529-4992
Internal 5900992

Ralls, Bill – District Technology Integration Specialist

(904) 278-4570

INSTRUCTIONAL MATERIALS

272-8100*

Jones, Alisa – Supervisor

(904) 529-2612
Internal 5900612

DeBartolomeis, Lennis – Administrative Secretary

(904)284-6508
Internal 5900508

Swanson, Patti – Textbook Specialist

(904) 529-4953
Internal 5900953

DISTRICT MEDIA FAX NUMBER: 284-6583

DIRECTORY OF MEDIA SPECIALISTS

Argyle Elementary	Carol Henderson
Bannerman Learning Center.	
Charles E. Bennett Elementary.	Janie Lloyd
Clay Hill Elementary	
Clay High	Amanda Nay
Clay High	Jenny Eason
Clay Virtual Academy.	
Coppergate Elementary	Kim Miskowski
Doctors Inlet Elementary	Jeff Suits
Fleming Island Elementary	Tricia Breast
Fleming Island High	Janet Hallstrom
Fleming Island High	Carol Papuga
Green Cove Springs Jr. High	Jeanette DiRocco
Grove Park Elementary	
Keystone Heights Elementary	Carey Morford
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	Kelly Jernigan
Lakeside Jr. High	Linda Tattersall
McRae Elementary	
Middleburg Elementary	Kathy Wray
Middleburg High	Joyce Anderson
Montclair Elementary	Melissa Tison
Oakleaf High School	Chris Paine
Oakleaf High School	Christie Torode
Oakleaf Junior High School	Wendy West
Oakleaf Village Elementary	
Orange Park Elementary	Mary Pat Callihan
Orange Park Jr. High	Rebekah Shively
Orange Park High	Sally Crosby
Orange Park High	Greg Harbin
Paterson Elementary	Linda Marlowe
Plantation Oaks Elementary	Jill Wallace
RideOut Elementary	Cinda Merrill
Ridgeview Elementary.	Melissa Doukmak
Ridgeview High	Darlene Goodier
Ridgeview High	Joyce Padgett
S. Bryan Jennings Elementary	Susan Ford-Hudson
Shadowlawn Elementary	Twila Houston
Swimming Pen Creek Elementary	Susan Gannon
Thunderbolt Elementary	Kathy Dryden
Tynes Elementary	Courtney Roberts
W.E. Cherry Elementary	
Wilkinson Elementary	
Wilkinson Jr. High	Sharon Palmatier

DIRECTORY OF MEDIA TECHNOLOGY SUPPORT ASSISTANTS

Argyle Elementary	Renee Dyal
Bannerman Learning Center.	Felicia Johnson
Charles E. Bennett Elementary.	Marie Bain
Clay Hill Elementary	Paula Leasure
Clay Virtual Academy.	
Coppergate Elementary	Debi Crosby
Doctors Inlet Elementary	Loucretia McDonald
Fleming Island Elementary	Amy Freeman
Green Cove Springs Jr. High.	Kim Warner
Grove Park Elementary	Catherine Rainey
Keystone Heights Elementary	DaNita Dowdy
Lake Asbury Elementary	Gail Warren
Lake Asbury Jr. High	Nancy Percival
Lakeside Jr. High	Andrea Barber
McRae Elementary	Pam Hargraves
Middleburg Elementary.	Margie Koecher
Montclair Elementary	Laurie Tauch
Oakleaf Junior High School	Laury Duggan
Oakleaf Village Elementary	Tracey Hulett
Orange Park Elementary	Christine Motes
Orange Park Jr. High	Denise Turner
Paterson Elementary	Edith Campbell
Plantation Oaks Elementary	Cathy Burkhardt
RideOut Elementary	
Ridgeview Elementary.	Ruth Boyer
S. Bryan Jennings Elementary	Dee Lazenby
Shadowlawn Elementary	
Swimming Pen Creek Elementary	Karen Warner
Thunderbolt Elementary	Nicole Marchand
Tynes Elementary	Teresa Goff
W.E. Cherry Elementary	April Wurth
Wilkinson Elementary.	Barbara Parnell
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
- *hearts and flowers
- *media festival
- *Sunshine State Young Readers Award
- *Florida Reading Association Award
- *Florida Teens Read
- *intellectual freedom
- *membership
- *publicity and promotions

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>

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 or 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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Websites:

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<http://www.ala.org>

ALA Intellectual Freedom Statements and Policies:

<http://www.ala.org>

Intellectual Freedom Manual:

<http://www.ala.org>

Florida Library Association Intellectual Freedom Manual:

[http://www.flalib.org/int Freedom Manual.php](http://www.flalib.org/int_Freedom_Manual.php)

FAME Intellectual Freedom Scholarship

<http://www.floridamedia.org> (*click on scholarships and awards*)

INDEX

Access to Resources	11	Inventory	58
Accreditation	99	Library Bill of Rights	113
Advisory Committee.....	10	Lost books	39
American Library Association....	129	Mending of Books	54
Budget	62	Mold and Mildew.....	52
Cataloging	28	NEFLIN.....	45
Certification Renewal.....	84	Object Codes	63
Certification Requirements	83	Off-Air Recording	15
Challenged Materials	46	Ordering Procedures	65
Circulation	38	Overdue books.....	38
Closed-Circuit	14	PERSONNEL DIRECTORY	126
Code of Ethics.....	107	PHILOSOPHY	100
Collection Development	20	Processing	27
Collection Maintenance	51	Professional Development.....	80
Collection Management.....	26	Purchase	23
Comprehensive Planning	74	Reconsideration.....	47
Confidentiality	116	References.....	134
Copyright	12	Repair	55
Damaged books.....	39	Resource Sharing.....	43
Distance Learning	98	Responsibilities and Duties	7
Elevated Privileges	8	Scheduled Access.....	102
Enhanced Classrooms	8	Scheduling.....	11
Evaluation	80	Selection.....	21
ExC ³ EL.....	80	Standards.....	6
Financial Management.....	61	TEACH Act.....	19
Flexible Scheduling	102	Travel In-service.....	92
Florida Association for Media in Education	129	Video Guidelines.....	14
Forms.....	117	Videorecording/Internet.....	16
Glossary.....	130	Vision/Mission	4
Information Power	109	Web Pages	17
Intellectual Freedom.....	108	Weeding.....	53
Interlibrary Loan Policies.....	43		
Internal Funds	68		