Policy and Procedures Manual Template

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Acknowledgments

Special thanks to the following library media specialists who worked diligently to provide the information and to devise the format for this policy and procedures manual template and the sample forms.

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York District Two

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Horry County Schools

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Kershaw County Schools

Ruth Harper
Griggs Rd. Elementary School
York District Two

Ann Hawthorne
Wright Middle School
Abbeville County Schools

Anne Hood
Johnakin Middle School
Marion District One
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Introduction

Building an effective library media program depends on many things—administrative support, collaboration with all members of the learning community, clear goals and objectives for the program, communication with stakeholders, and consistency in the program administration. A policy and procedures manual assists library media specialists in the effort to achieve all these things.

Under the ADEPT evaluation system in South Carolina, library media specialists must exhibit competency in ten areas identified in *The South Carolina System for Assisting, Developing, and Evaluating Professional Teaching (ADEPT): Performance Dimensions for Library Media Specialists*. Much of the documentation that is necessary to illustrate competency in the Performance Dimensions should be found in an up-to-date policy and procedures manual.

To assist and encourage all library media specialists to develop a new policy and procedures manual, or to update an existing manual, a group of library media specialists collaborated on the development of prototype policy and procedures manuals. These prototypes were the basis for the template provided here.

Permission is granted for the library media specialist to adapt this template to meet the needs of his or her individual library media center. Permission is also granted for district professional media educator associations to use this template in the creation of the district library media policy and procedures manual.
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Philosophy
Purpose of the Policy and Procedures Manual

The purpose of the policy and procedures manual is to provide a guide for the operation of the school library media program. The manual will be updated as changes are made in the library media center.
Mission Statement

Insert here the mission statement for the library media center, for the school, and for the district.

SAMPLE

The mission of the _________________ School’s library media center is to assist members of the learning community in becoming effective users of information and to foster the love of reading.
Vision Statement

Insert here the library media specialist’s vision for the library media center and its impact on student achievement.
Belief Statements

Insert here the belief statements of the library media specialist about the library media program and its importance to student achievement.

SAMPLE

A. The school library media center is a resource that supplements and complements the educational program of the school through the interaction of professional personnel and other members of the learning community.

B. The library media center should provide a wide range of materials on all levels of difficulty, with diversity of appeal and different points of view.

C. The library media center should provide an atmosphere in which students can become skillful, discriminating users of all available media.

D. The library media center should foster library patronage as a lifelong practice.

E. The library media center can
   - assist each student toward the attainment of his or her maximum potential,
   - assist each student in preparing to assume a responsible role in our society, and
   - help students develop the skills necessary to face the challenges of a changing world.

F. The school library media center is an ever-changing resource area that extends and supports the core curriculum of the school through the interaction of professional personnel (including the library media specialist, teachers, and administrators), students, and interested members of the community.

G. The library media staff should
   - provide intellectual and physical access to materials in all formats;
   - provide instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas; and
   - should work with other educators to design learning strategies to meet the needs of individual students.

H. The overall purpose of the library media program is to ensure that all library patrons are effective users of information and ideas.
Goals and Objectives of the Library Media Center Program

SAMPLE GOALS

- To provide materials and services appropriate to the curriculum of the school.

- To provide materials and services that meet the information and recreational needs of the learning community.

- To provide opportunities for collaboration between the library media specialist and classroom teachers to incorporate information literacy into instruction.

- To provide age-appropriate and developmentally appropriate resources in all formats to meet the information needs of all users.

- To promote information literacy

- To implement the integration of the library media program into the curriculum through collaboration among all members of the school community—teachers, students, parents, and administrators.

Library Media Center Program Objectives

Objectives are specific, measurable strategies showing how the goals will be accomplished.

Although the mission and goals of a library media center may be the same across the district, the objectives of each individual library media center will be specific to the program that the particular library media specialist plans to implement.
General Information
Library Media Center Hours of Operation

Insert here the hours that the library media center is open.
School Bell Schedule

Insert here the daily bell schedule as well as any special schedules (e.g., assembly, pep rallies).
Class Schedule: By Teacher

Insert here the teachers’ schedules by period. You should be able to secure these schedules from your guidance office.
Calendars
District Calendar

Insert here the district calendar for the entire school year. The library media specialist will need this information for setting up circulation parameters in the automation system.
School Calendar

Insert here the calendar for the school. The library media specialist will use this information for planning special events in the library media center.
Student Conduct Policies
District Conduct Policy

Insert here the district conduct policy, if the document is not too large. The library media specialist may elect to specify here the location of the district conduct policy rather than to reprint it in this portion of the manual.
School Conduct Policy

Insert here the school conduct policy, if the document is not too large. The library media specialist may elect to specify here the location of the school conduct policy rather than to reprint it in this portion of the manual.
Library Media Center Conduct Policy

Insert here the library media center conduct policy.
Discipline Referral Form

Insert here a copy of the discipline referral form that is used in the school and/or district.
Floor Plans
Floor Plan: School

Insert here the floor plan of the school. The library media specialist might consider color-coding certain parts of the map (e.g., outside exits, wiring closets, the location of the file server, the head-in connection for the closed circuit distribution system) for ease of reference.
Floor Plan: Library Media Center

Insert here a map of the library media center. For ease of reference, the library media specialist may consider color-coding individual areas (e.g., reference, nonfiction, fiction, the recreational reading area).
Insert a map showing the emergency evacuation route from the library media center to the outside of the school. Here again, using color on the map will assist in ease of use. The library media specialist might consider also including here any emergency instructions. If the document is too large, the library media specialist might specify where the emergency instructions are located instead of inserting them here.
Directions to the School

| Insert here directions to the school from the major entry points into the town or city. This page will provide a quick reference when callers ask for directions to the school. If directions to the school are also available on-line, consider adding here the URL for the school’s Web page. |
School Crisis Management Plan

Insert here the school crisis management plan. Or if the document is a large one, the library media specialist should instead specify here the place in the library media center where the school crisis management plan is located. Another option would be for the library media specialist to include here only the specific instructions for crisis management in the library media center.
Library Media Center Staff

The staff needs of the media center will depend on the goals of the district and the school. The library media specialist should encourage the principal to support the media program with sufficient staff. Keeping usage records, monthly reports, and teacher requests for materials and services will help document the staff needs.

Consult the minimum staffing requirements set forth by the Southern Association of Colleges and Schools (SACS) and the American Association of School Librarians (available on-line at <http://www.ala.org/aasl/positions/ps_schoolmedia.html>) and those specified in Catalyst: Setting the Standards for Student Achievement through Library Media Center, from the South Carolina Department of Education.
Staff Biographies
Library Media Specialists

Insert here a brief biography, including education and experience, for each library media specialist. Including a picture would also be a good idea.
Library Media Aides

Insert here a brief biography, including education and experience, for each library media aide—or clerk, secretary, paraprofessional (whatever title is used for the assistant). Including a picture would also be a good idea.
**Student Assistants**

Insert here a listing of the students who work in the library media center. Including their schedules would be helpful.
Job Descriptions
Library Media Specialist

Insert here the job description for library media specialist written by the district or by the local professional association for school library media specialists. (Sample job descriptions are provided here for information.)

SAMPLE 1

Library Media Specialist
Job Description

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

REPORTS TO: Building Principal

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

Areas of Responsibility

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

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

As an **instructional partner**, the library media specialist must
• plan and schedule orientation for faculty and students concerning library media center services;
• plan collaboratively with teachers to develop curricular content that integrates a variety of instructional media and information literacy skills into classroom instruction;
• develop activities and instructional strategies to address the individual needs of all members of the learning community, including those with different abilities and learning styles;
• teach and assess student achievement of information literacy concepts as determined through collaborative planning with all members of the school community;
• collaborate with teachers to educate students in the process of and criteria for efficient and effective inquiry;
• use available technologies to contribute to students’ development in reading, viewing, listening, evaluation, and communicating;
• design, develop, and implement programs—including reading guidance and motivation—that encourage reading for enjoyment and for information;
• develop and demonstrate a knowledge of the school’s curriculum to assist teachers in the effective utilization of available professional development resources;
• serve as a member of the instructional design team through school curriculum and technology planning committees;
• educate the school community in uses of communication tools that engage students in reading, viewing, and listening for understanding and enjoyment;
• train teachers to use information technology effectively and to develop innovative instructional activities;
• use an open-access model to provide patrons (students and faculty) with full accessibility to the information technology resources;
• assist patrons in the production of learning materials such as multimedia presentations, videotapes, audiocassette tapes, and photography.

As a **technologist**, the library media specialist must
• organize and circulate information technology materials, services, and related equipment for easy accessibility according to established district standards;
• acquire and maintain expertise in assessing various technology products and processes for their potential to enhance learning;
• model and promote effective uses of technology for learning and teaching;
• provide in-service training and information for teachers to promote the effective utilization of information technology, the development of innovative instructional activities, and the seamless integration of technology into the curriculum;
• manage the information technology center with procedures that facilitate maximum use of services and resources; and
• provide storage, distribution, and a system of accountability for information technology resources.
With regard to **personal professional development**, the library media specialist must
- participate in professional development opportunities provided and/or promoted by district, state, and national organizations;
- continuously update his or her personal competence in information literacy, learning, and teaching; information access and delivery; administration and supervision; and technology utilization, as well as other areas to fulfill the requirements of a professional library media specialist;
- maintain current and in-depth knowledge of research and best practices in all aspects of the librarianship and information management;
- participate in local, state, and national professional organizations;
- support and participate in cooperative resource sharing with other information technology centers and local, state, and national information agencies through loan services and electronic communication formats; and
- serve as a member of professional committees for the development of activities, training materials, and programs to disseminate information technology.

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**SAMPLE 2**

Library Media Specialist

Job Description

A. **Leader, Planner, and Manager**

As a leader, planner, and manager, the library media specialist provides direction in the planning, management, and evaluation of school library media programs. He or she works in the following capacities:

- directs, organizes, and supervises the personnel and services essential to a unified library media program centered in students’ needs and the needs and instructional goals of the school;
- initiates and maintains formal contacts with the principal and teachers to evaluate library media programs, facilities, materials, equipment, and personnel;
- prepares financial plans for the library media center, including an annual budget;
- develops and maintains a written long-range plan for library media services and integrates the activities designated in the plan into the total school curriculum;
- establishes and maintains an environment in the library media center that allows students and staff to work at productive levels;
- communicates the philosophy and goals of the school library media program to the students, faculty, administration, and community;
- translates curriculum needs into library media program goals and objectives;
- works with administrators and other appropriate personnel to develop long-range goals and objectives for the school or district;
• establishes relationships with colleagues, students, parents, and community that reflect recognition of and respect for every individual;
• participates in the recruiting, hiring, and training of library media paraprofessionals and volunteer staff in the library media center;
• develops and continually updates the professional expertise necessary to function effectively in the library media specialist role; and
• networks with other professionals through participation in local, state, and national organizations.

B. Teacher

As a teacher, the library media specialist instructs students on a formal and informal basis in skills related to reading, research, production of materials, and the use of information and instructional technologies. He or she works in the following capacities:
• works to ensure the integration of information skills throughout the school’s instructional program;
• plans, teaches, evaluates, and reinforces instruction designed to make students and staff effective users of information;
• assists staff members in producing instructional audiovisual aids;
• assists teachers in promoting reading and provides reading experiences for students in groups and as individuals;
• promotes lifelong learning by fostering positive attitudes toward libraries and by working to develop students’ viewing, listening, and critical thinking skills;
• monitors rights and responsibilities of users relating to the generation and flow of information and ideas (e.g., copyright, confidentiality/privacy, intellectual freedom);
• provides staff development opportunities for school personnel in the selection, use, evaluation, and production of media and new and emerging technologies;
• participates in district-, building-, department- and grade-level curriculum design and assessment projects on a regular basis;
• contributes, along with teachers, to the development of complete instructional units, using a systematic instructional design process;
• performs a clearinghouse function for professional materials and opportunities available from educational agencies outside the school; and
• assesses information skills and the research process on a regular basis for student, teacher, and staff use.

C. Information Specialist

As an information specialist, the library media specialist provides access to information and ideas by assisting students and staff in identifying information resources and in interpreting and communicating intellectual content. He or she works in the following capacities:
• makes resources available to students and teachers through a systematically developed and organized collection of library media materials, supplemented with resources available outside the school;
• keeps abreast of current literature by reading review journals and other selection resources;
• develops flexible circulation, loan, and use policies that ensure equity of access for users;
ensures access to information resources by providing an accurate and efficient retrieval system;
implemented policies that respect the rights of users to confidentiality and unrestricted access to information resources;
assists all users in identifying, locating, and interpreting information;
aranges for flexible scheduling of facilities, staff time, and collections to meet the needs of individuals and small and large groups for research, browsing, recreational reading, viewing, or listening at the point of need; and
assesses and promotes the effective use of instructional technology.

Qualifications
The library media specialist must have the following three job qualifications: a master’s degree in library science from an ALA accredited institution, state certification as a school library media specialist, and a desire to continue career improvement.
Library Media Aide

Insert here the district’s job description for library media aide.

SAMPLE

Library Media Aide
Job Description

POSITION TITLE: Media Clerk Typist

REPORTS TO: Media Specialist

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

PERFORMANCE RESPONSIBILITIES

I. Clerical

A. Assuming general secretarial responsibilities:
   • typing
   • filing
   • duplicating materials
   • assisting with financial records
   • operating computers

B. Compiling statistics:
   • recording circulation and other service information
   • assisting with annual reports

C. Ordering and processing print and nonprint materials:
   • maintaining consideration and order files
   • following processing procedures established by the media specialist

D. Maintaining inventory of and ordering supplies:
   • checking supplies
   • preparing order lists
E. Circulating print and nonprint materials:
   • assisting with circulation process
   • shelving materials
   • assisting with interlibrary loan process
   • compiling overdue records

F. Performing other library media center duties as assigned

II. Technical

A. Assisting student and staff with location and use of materials and equipment:
   • answering directional questions
   • demonstrating the proper use of equipment and software
   • operating audiovisual and production equipment

B. Maintaining library media catalogs:
   • adding entries
   • deleting entries

C. Performing preventive maintenance and minor repairs on equipment:
   • changing lamps and other easily replaced parts
   • cleaning and lubricating equipment parts

D. Producing graphics and display materials:
   • assisting in preparing transparencies, posters, charts, graphs, displays, exhibits, and materials for television programs
   • gathering necessary materials

E. Scheduling use of and delivering materials and equipment:
   • Maintaining records of rental materials and equipment
   • Coordinating use of building materials and equipment

F. Assisting with technical processing of information and materials:
   • performing tasks of bibliographic searching and processing of materials
   • organizing bibliographic information
   • preparing information in the appropriate format

G. Maintaining the media collection:
   • shelving and filing
   • withdrawing items as directed by the library media specialist
   • mending and repairing items
   • assisting with inventory

H. Performing other library media center duties as assigned
DESIRED QUALIFICATIONS

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

EVALUATION

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

LENGTH OF EMPLOYMENT: One academic year
Professional Standards for School Library Media Specialists

## Evaluation Form: Library Media Aide

Insert here the form in use by the district for evaluating library media aides, teaching assistants, or paraprofessionals.

### SAMPLE

**SCHOOL LIBRARY MEDIA CLERK EVALUATION FORM**

Library Media Clerk: ___________________________  School: ___________________________

Date of Evaluation: _______________  Evaluator: ___________________________

<table>
<thead>
<tr>
<th>COLLECTION</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducts inventory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shelves materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reads and straightens shelves</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mends materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Updates newspapers and magazines</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CIRCULATION</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checks in materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Checks out materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains overdues</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ORGANIZATION</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keeps media center neat and orderly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains files</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completes requested reports</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACQUISITION</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Processes materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verifies bibliographic data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keeps supplies available and ordered</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PUBLIC RELATIONS</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helps teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helps students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Produces bulletin boards/displays</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assists with correspondence</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TECHNICAL</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helps with data entry/database maintenance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operates and maintains computer equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assists with AV production</td>
<td></td>
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</tr>
</tbody>
</table>
Student Assistants
Job Description for Student Library Assistants

SAMPLE

Student Library Assistant
Job Description

POSITION: Student Library Assistant

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

JOB DESCRIPTION

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

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

EVALUATION: Students will be evaluated once each grading period, in written form, by the media specialist.
Application Form for Student Library Assistants

SAMPLE

Student Library Assistant Application Form

Name: ___________________________________ Date: ____________________________

Grade: ___________ Block: ___________

Give three reasons why we should choose you to be a library assistant:
(1) ____________________________________________
(2) ____________________________________________
(3) ____________________________________________

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

If yes, where? ______________________________________________________________

List your three best qualities:  (1) ____________________________________________
(2) ____________________________________________
(3) ____________________________________________

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

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

Library assistants must be good students with no discipline problems.
Have you failed any courses?  □ yes  □ no
Do you have a discipline record?  □ yes  □ no

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

(1) ____________________________________________  (2) ____________________________

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

__________________________________________
(your signature)

Return this application to the study hall teacher or the library by [insert date].
SAMPLE

POSITION: Adult Volunteer

REQUIREMENTS: A school volunteer is an adult who is willing to give time and talent to help the education team better serve the needs of the students. Volunteers can supplement the library media staff by offering unique talents and skills. However, volunteers should not be considered as substitutes for trained, paid clerical and technical staff.

JOB DESCRIPTION

These duties may be assigned according to a volunteer’s interests and abilities, but usually will be varied:

- reading books to students;
- ordering free materials, pamphlets, films, filmstrips, college bulletins, and pictures;
- preparing and mounting pictures for the picture file;
- cleaning and mending library materials;
- circulating library materials;
- checking attendance;
- assisting with inventory preparation;
- opening, sorting, and distributing materials;
- sending overdue and fine notices;
- labeling library materials;
- reinforcing magazines and paperbound materials;
- stamping library materials with ownership marks;
- sorting and filing clippings, newspapers, and magazines;
- collecting library books from classrooms and book drops;
- making copies of needed materials;
- processing new magazines;
- adding new pamphlets to the file;
- assisting in the preparation of bibliographies;
- preparing bulletin board displays; and
- helping in the maintenance and use of equipment.

Evaluation: The principal and media specialist should commend, thank, and publicly recognize volunteers whenever justified and possible.
Daily Operations
Study Hall/Library Policy

SAMPLE

- Students may visit the library media center from study hall, but they should have a pass from a classroom teacher or from the library media specialist.
- Students must go directly to the library media center from study hall and sign in (or have their passes stamped).
- Students from study hall must sit in the specially designated area and are not to interact with classes that may also be using the library media center at that time.
- Students must wear their ID cards at all times.
- Students must remain in the library media center until time to return to study hall. No passes will be written by the library media center staff.
- No more than seven students may visit the library media center from study hall.
- No students may visit the library when the study hall teacher is absent.
- Students will have thirty minutes during each library visit and no more than three visits per week.
- Students must return directly to study hall from the library media center. Students will sign out of the media center upon leaving (or have their passes stamped).
- Computers are available for student use for academic purposes only.
- Failure to abide by these regulations will result in the loss of library privileges during study hall.

Students should read the above study hall policy and then complete and sign this form:

Name: (Please print.) ________________________________     Block: ________________

Date: ______________________________

______________________________  (your signature)

Failure to abide by this study hall policy will result in loss of study hall privileges during this semester.
Circulation Desk Operation

Insert here instructions for staff to use when manning the circulation desk.
Circulation Policies

Insert here the policies for students, teachers, and other patrons regarding the circulation of materials.

Points to consider:

- Are students required to present an ID card to check out materials?
- What is the loan period for students?
- Will a student be allowed to continue to borrow materials if he or she has overdue materials?
- Will overdue fines be charged? If so, how much?
- Will reference materials circulate? If so, for how long? Overnight? Two days?
- Will overdue fines be charged for reference materials? If so, how much?
- Will magazines circulate? If so, for how long?
- Will overdue fines be charged for magazines? If so, how much?
- How many times will students be allowed to renew a book? Does a student have to present his or her ID card to renew the item in question?
- What is the loan period for teachers?
- Will the number of items that any one student may borrow be limited?
- How will damaged or lost materials be handled?
- Will the number of items that any one teacher may borrow be limited?
- How will overdue items that have been checked out by a teacher, administrator, or educator be handled?
- How will lost or damaged items checked out to teachers be handled?
- Will a teacher be allowed to check materials out if he or she sends a student to the library media center for the materials?
Emergency Checkout

Insert here the procedure for manually checking materials in and out when the automation system is down.
Overdue Fines

Insert here the policy on charging overdue fines.

Points to consider:

- What is the amount of fine per day for regular circulation?
- What is the amount of fine per day for reference, overnight reserves, and overnight periodicals?
- When will overdue notices be sent?
- Will there be a maximum fine amount? If so, what specific amount (e.g., $5.00)?
- Will report cards be held?
- What will the fine money be used for?
Payment for Lost and Damaged Books

Insert here the policy for paying for lost and damaged books.

Points to consider:

- Will the replacement cost of a book be charged to the patron who lost or damaged it?
- What will be the charge for paperbacks? Will the library media specialist charge the cost printed on the book, or will a set amount be charged for paperbacks regardless of the original cost (e.g., $7.50 per paperback)?
- How will the library media specialist handle refunds for books that are found and returned after the patron has paid for a lost book?
Settlement of Library Accounts

Insert here the policy for allowing students who have overdue and/or lost books and other library charges to use the library media center.

Points to consider:

- Will a student be allowed to check out additional materials if he or she has overdue materials?
- Will a student be allowed to check out additional materials if he or she has lost materials?
- Will the charges be paid in the library media center or paid directly to the bookkeeper?
- If the charges are paid to the bookkeeper, how will the library media center staff be notified that a student has cleared his or her obligations?
- How will the money be deposited and credited to the library media center account?
Substitute Plans

Insert here plans for a substitute library media specialist if the district hires substitutes for library media specialists who must be absent.

SAMPLE

Substitute Librarian
Library Media Center Procedures

1. School begins at 8:30 A.M.
2. There are two lunch shifts: 11:47 A.M.–12:30 P.M. and 12:30 P.M.–1:10 P.M.
3. School ends at 3:35 P.M.
4. For assistance, call Bill Smalls, the assistant principal.
5. Lesson plans and class schedule are located on the library media specialist’s desk.
6. The opening routine is as follows: unlock doors, turn on lights, open all office doors, check VCRs for overnight recording, turn on all computers, put up newspaper(s), check the video broadcast log, and arrange the videos to be broadcast.
7. The basic rules for students in the media center are as follows:
8. Follow the directions of the library media center staff.
9. Do not bring anything to eat or drink into the library media center.
10. Do not bring book bags into the library media center.
11. Engage only in reading, writing, or research in the media center.
12. The bathroom procedure for students is as follows: have the student sign the student agenda book.
13. In case of an emergency, use the phone on the circulation desk and press the panic button.
14. In case of a fire drill, see the fire evacuation plan posted on the wall by the main library door.
User Services
Programs

NOTE

The programs in this template are merely suggestions. Include here information on any program that is planned and implemented by the library media specialist.
South Carolina Book Award Program

Insert here information about the school’s participation in either the Children’s, Junior, or Young Adult Book Award program.
Computerized Reading Management Program

Insert here information about the computerized reading management program (e.g., Accelerated Reader, Reading Counts) in use in the library media center and school.

Points to consider:

- How is the program managed?
- Are teachers encouraged to generate their own reports, or is that a service the library media specialist performs?
- How are points tracked?
- Can students spend points on things other than prizes (e.g., free homework passes, paying for fines, paying for photocopies)?
- Can students retake tests?
- Is the program accessible in the classroom or only in the library media center?
- How are top point-earners recognized?
DISCUS

Insert here any information pertinent to maintaining access to the DISCUS databases, especially when the password and user ID for home access changes.
SCOIS

Insert here any information pertinent to maintaining access to the SCOIS (South Carolina Occupational Information System) database.
Student Services
Photoduplication

Insert here the policy for student use of any photocopy machine, keeping in mind the copyright law. Also include here any special considerations for student use of any photocopy machine in the library (e.g., the ability to pay for copies with Accelerated Reader points, a discount for patrons club members).

SAMPLE

A coin-operated photocopy machine is located in the library media center for student use. The charge is fifteen cents per page. Students may use their Accelerated Reader points to pay for copies at the rate of one point for one cent (i.e., one copied page would cost fifteen points). Members of the patrons club receive a five-cent discount per page, bringing their charge to ten cents per copied page. To take advantage of either of these special offers, students must ask for assistance from the library media center staff.

Anyone using the photocopy machine must adhere to the copyright law. The following notice has been placed on the photocopy machine:

Notice: The copyright law of the United States (Title 17 of the U.S. Code) governs the making of photocopied materials. The person using this equipment is liable for any infringement.
School Store

Insert here information about any school store that may be operated as part of the library media program: hours of operation, list of supplies and costs, special requests for materials not normally sold, and so on.
Printing

Insert here policies for allowing students to print their work, research, and/or personal materials: the location of printers, costs for printing (i.e., black text, color text, black and white pictures, color pictures), the use of colored paper.
Orientation

Insert here information on the orientation presentations for students in using the library media center resources.

SAMPLE

Student Orientation

The library media specialist tailors orientation to the age and grade level of the school’s population. Flexibly scheduled library media centers offer orientation sessions to all classes at the school. The library media specialist prepares a student handbook outlining procedures and policies. These handbooks may be separate from the school’s student handbook or incorporated into that handbook. Handbooks may be issued to older students and to parents of younger children. The library media specialist may wish to prepare PowerPoint or other electronic presentation formats to use with classes and for individual sessions for new students.

Student orientation may include information on the following topics:

- circulation procedures;
- appropriate conduct in the library media center;
- an overview of the use and care of books and other print material, computer software, audiovisual equipment, and computers and peripherals;
- fines;
- printing and copying policies;
- adherence to copyright law;
- media production;
- Internet access and the school’s acceptable use policy;
- special programs sponsored by the library media center; and
- fire drill procedures.
Library Guide

Insert here any library guides created for student use.

These guides may be used as the basis of the library orientation presented by the library media specialist and may include such topics as

- the center’s hours of operation,
- the Dewey Classification System,
- the layout of the library media center,
- how to search the card catalog,
- circulation procedures,
- fines and other charges (e.g., for lost or damaged materials),
- the settlement of library accounts,
- the student conduct policy,
- a periodical index, including DISCUS,
- reference materials,
- bibliographic citation,
- photoduplication,
- the school store, and
- printing.
Bibliographic Citation Guide

Insert here examples of correct ways to cite different types of research sources (e.g., books, encyclopedias, magazines, on-line resources, Internet sites) in a bibliography. The library media specialist should work with the English/language arts teachers to ensure uniformity of citation examples.
Teacher Services
Interlibrary Loan
District

Insert here any provisions that have been made for cooperation among the district library media specialists for sharing resources (e.g., the process for requesting materials, the length of the loan period, the delivery and return method).
Insert here directions for requesting materials on interlibrary loan from the South Carolina State Library. This service is not available to elementary and middle schools in the State.
South Carolina State Library, Department for the Blind and Physically Handicapped

Insert here information received from the South Carolina State Library’s Department for the Blind and Physically Handicapped on borrowing materials for any special-needs patrons.
Scheduling the Library Media Center
Scheduling Classes in the Library Media Center

Insert here the policy teachers should follow for scheduling their classes into the library media center.

Points to consider:

- How far in advance does the request need to be made?
- What are the date(s) the class needs to be in the library media center for research?
- What period(s)/block(s) does the class need to be in the library media center?
- Will the teacher be asked to provide a copy of the assignment given to students?
- Will the teacher be asked to provide a list of materials needed to complete the assignment?
- Will the teacher be asked to provide a list of materials to be reserved?
- Are information skills to be taught by the library media specialist?
- Do the students need Internet access? If so, is a signed student acceptable use policy (AUP) on file? How will you handle students who do not have an AUP on file? How are teachers notified if students do not have a signed AUP on file?
- Will students be allowed to checkout materials related to the research topic before the final project is due?
Sending Students to the Library Media Center

Insert here the policy for teachers’ sending small groups of students and/or individual students to visit the library media center for research or for recreational reading.

Points to consider:

- Will a reference to study hall policy be included?
- How many students from any one class will be admitted to the library media center?
- Will students be required to have a library pass?
- Will library media specialist have to sign each student’s pass?
- Will students’ passes be stamped with a date/time stamp or will students be required to sign in when they enter and sign out when they leave the library?
Materials Checkout Policy for Teachers

Insert here the procedures for checking materials out to teachers.

SAMPLE 1
Checkout Procedures for Teachers

Teachers may check out any materials including equipment and audiovisuals. Teachers may set their own due dates. However, if the materials are needed, the teachers will be notified to return the needed materials. No fines are charted to teachers, but overdue notices are sent as reminders of the materials currently checked out. Students who are sent to check out materials in a teacher’s name must have a signed request from that teacher before the materials may be checked out in the teacher’s name. Teachers are responsible for checked out materials that are lost or damaged.

SAMPLE 2
Circulation Policy for Teachers

Books
Teachers may take individual books or classroom collections for an indefinite period on the understanding that the books will be recalled if other patrons request them. When more than one class needs to use the same materials at the same time, they are placed on reserve in the library media center. The number of books placed on reserve may be limited. Teachers may prefer to have materials being used as reference for a class assignment sent to the classroom.

Audiovisual Materials
Teachers may check out videos for three days. Students who are absent on the day(s) the video is watched in class may view videos only in the library.
Equipment Checkout Policy for Teachers

Insert here procedures for checking equipment out to teachers.

SAMPLE

Equipment is checked out for in school use only. If a teacher needs to take the equipment off the campus, he or she must get permission from the principal. All equipment should be returned to the library media center the day after it is used.
Photoduplication Policy for Teachers

Insert here the policy for teachers’ use of the photocopy machine in the library media center.

Points to consider:

- Will copies be charged back to departments or to grade levels?
- Will photocopy machine be equipped for teachers to enter an access code prior to making copies?
- Will teachers be required to use the coin-operated machine available for students and pay the cost per copy?
- Will the library media center staff be available to make copies for teachers?
Lamination Policy for Teachers

Insert here the policy for teachers’ use of the laminator.

Points to consider:

- Is the laminator located in the library media center?
- Will the cost of the lamination film be charged to the departments, charged to the grade levels, paid out of instructional fees, or paid out of the library media center budget?
- Who will operate the laminator? Will the library media center staff be responsible for all lamination, or will the teachers be able to laminate their own materials?
- Who will serve as the key operator at the building level?
- When will lamination be done? If the library media center staff is responsible for all lamination, will certain days be designated as “lamination days”? 
Closed Circuit Distribution System
Operation of Closed Circuit Distribution System

Insert here the procedure and policy for operating the closed circuit distribution system (e.g., who has responsibility for the system, what faculty members the library media center staff will allow to operate the system, whether the system will be used for any type of tape duplication). This policy, as well as directions for the classroom operation of the closed circuit distribution system, should also be included in the library media center handbook for teachers.
Instructional Television Resources (ITV)

Insert here information about ITV resources, the taping and playback of those programs, the ITV resource guide, the Web site, and other information pertinent to ITV. This information should also be included in the library media center handbook for teachers.

SAMPLE

ITV telephone: 1-877-885-5272
Web site: <http://www.itv.scetv.org/>

ITV provides the programming schedule for the entire school year in the book *Instructional Television Resources*. This resources guide is delivered at the beginning of school and is also available on-line at <http://www.itv.scetv.org/2001book/2001-02Book.PDF>. It contains the following information:

- telephone numbers,
- Web site addresses,
- channel information,
- listing of new programs,
- listing of revised programs,
- listing of programs no longer being aired and their retention rights,
- guide to program listings’ format, and
- descriptions of rights on programs.

The library media specialist tapes certain programs in anticipation of a request by a classroom teacher and will be glad to tape any ITV program upon a specific request by a teacher. Up-to-date programming information is available at <http://www.itv.scetv.org/>.
Cable in the Classroom telephone: 1-800-743-5355
Web site: <http://www.cicon-line.org/>

__________________ Communications is the cable provider for this school, providing free basic cable service. The library media center is also provided a complimentary subscription to Cable in the Classroom magazine, showing programs airing on cable channels and the copyright clearance for each program. Teachers have permission to tape programs airing in the Cable in the Classroom program times for use in their classrooms. The library media specialist will be glad to tape these programs for classroom teachers who submit a written request. Unlike ITV programming, Cable in the Classroom programs may not be taped in anticipation of a teacher request.
Scheduling a Video Broadcast Time

Insert here the procedure for teachers to schedule the broadcast of a video for their use in the classroom.

Such a procedure should include the following:

- the date of the teacher’s request for scheduling a broadcast,
- the date(s) that the teacher needs the broadcast,
- the copyright information (to ensure compliance with the copyright law and fair use guidelines), and
- a signed video request form granting permission from the principal for the teacher to show the requested video.
Copyright Information

Insert here information about the legal use of videos in the classroom, the making of print copies, and the legal use and installation of computer software. The library media specialist is encouraged to use the Copyright FAQs brochure (available online from the South Carolina Department of Education at <http://www.myschools.com/offices/technology/ms/lms/>) and the copyright information from ITV.
Acquisitions

Insert here the policies for selecting, acquiring, and processing additions to the library media center collection.
Collection Development
Materials Selection Policy

Insert here the selection policy found in the district board policy manual and/or the district library media policy and procedures manual. Also provide here other pertinent information about selection of materials for inclusion in the library media center resource collection.

SAMPLE

Materials are selected to support the curriculum and instructional program of the school as well as the needs and interests of all patrons (i.e., students, teachers, administrators, and support staff). The library media center provides materials in a wide range of difficulty, in a variety of formats, representing multiculturalism and differing points of view.

However, the Internet and other on-line resources are not subject to the materials selection policy.

The certified library media specialist is charged with the day-to-day operation of the library media center, including the coordination and selection of all purchases of materials for the resource collection. The library media specialist is encouraged to seek assistance and advice from administrators, teachers, curriculum specialists, teaching assistants, parents, and others affiliated with the school when ordering materials for the library media center. However, the final decision rests with the library media specialist.

Criteria for Selection

The following criteria are recommended as a guide to selecting the best resources for the library media center:

- literary and artistic excellence;
- lasting importance or significance to a field of knowledge;
- support of the curriculum and the educational goals of the school;
- favorable reviews found in standard selection sources;
- favorable recommendations by educational professionals based on preview and examination of materials;
- reputation and significance of the author, illustrator, or publisher;
- timeliness of the material;
- contribution to the diversity of the collection on controversial issues;
- contribution to multicultural awareness;
- appeal to the library patrons;
- suitability for intended use; and
- return on investment commensurate with need.
Selection Tools

The following resources shall be consulted when materials are being selected for inclusion in the library media center collection (although the library media specialist is not limited to these tools in making the final determination):

- *American Historical Fiction: An Annotated Guide to Novels for Adults & Young Adults*, by Lynda Adamson (Westport, CT: Greenwood Publishing Group, 1998), [http://www.bookfinder.com](http://www.bookfinder.com);
- *Senior High School Library Catalog* (Bronx, NY: W. H. Wilson, 1997);
- *Reading Teacher* magazine;
- *Kliatt* magazine;
- *Wilson Library Bulletin*; and
- specialized bibliographies prepared by various educational groups for individual curricular areas.

Selection Process

The library media specialist will solicit requests and suggestions from all members of the educational community—students, parents, teachers, administrators, and community leaders. Reviews will be collected for titles under consideration. As far as possible, the library media specialist will request preview copies for examination prior to making a final decision on any particular title. Weeding of the collection to remove materials that are outdated or no longer appropriate is a part of the selection process to ensure that the collection is as current as possible and continues to meet the information and recreational reading needs of all patrons. All donated materials will be subject to the same selection criteria as purchased materials.
Donated Materials Policy

Insert here the library media center’s policy for handling gifts.

SAMPLE

The ________________ School library media center welcomes gifts to our resource collection. All donations will be acknowledged. All donations will be subject to the same selection criteria as purchased resources. If any donation is not selected for inclusion in the resource collection, the gift material will be passed on to a more appropriate recipient.
Recommendations for Collection Size of Print Resources Based on School Enrollment

In the past decade a technology explosion has taken place in our schools, providing access to information beyond the walls of the schools via the Internet and within the physical limitations of the schools via the school’s intranet. However, we must provide a varied, up-to-date collection of print resources in addition to those resources in electronic format. When there are network problems, other library media center resources are available.

Just as technology changes, so does a school’s curriculum. We must have a dynamic print collection that changes to meet the ever-changing curriculum needs. To encourage an up-to-date collection, the following recommendations are made:

- Middle and high schools with enrollments of fewer than two hundred should have a minimum of twenty-five hundred volumes.
- Middle and high schools with enrollments equal to or greater than two hundred should have a minimum of ten volumes per student, up to 12,500 volumes.
- Elementary, K–12, and special-purpose schools should have a minimum of fifteen volumes per student or three thousand volumes, whichever is greater.

(Reprinted from Catalyst: Setting the Standards for Student Learning through School Library Media Centers, South Carolina Department of Education, 2001.)
Processing Materials

Insert here the procedures for processing newly acquired resources to make them shelf-ready for checkout by teachers and students.
Books

Insert here the procedure for the receiving and processing of books.

General guidelines:

- Keep a log of the barcode ranges assigned to each vendor and processing options.
- Request or purchase full MARC (machine-readable cataloging) records from all vendors.
- Have property stamps in several sizes with the school’s name and full address on them.
- Note the purchase order request information on the budget spreadsheet.

Follow this process when an order arrives:

1. Unpack boxes and check the packing slip.
2. Handle any damage or missing items claims immediately according to vendor directions.
3. Affix a property stamp to each book on
   a. the inside cover,
   b. the title page,
   c. the page near the middle of the book (do not cover text or graphics), and
   d. the back cover.
4. Mark with computerized reading management program (e.g., Accelerated Reader, Reading Counts) information.
5. Install security strips or targets, if not done by vendor.
6. Import MARC records into automation system.
7. Create a display of the new books.
8. Notify teachers of the new additions to the collection.
Magazines

Insert here the procedure for receiving and processing new magazines and for filing archived copies.

General guidelines:

- Have property stamps in several sizes with the school’s name and full address on them.
- Note the purchase order request information on the budget spreadsheet.
Software

Insert here the procedure for receiving and installing new software. Be sure to include where license information is filed and the number of licenses for each title.

General guidelines:

- Have property stamps in several sizes with the school’s name and full address on them.
- Note the purchase order request information on the budget spreadsheet.
Videos and Other Audiovisual Materials

Insert here the procedure for receiving and processing new videos and other audiovisual materials.

General guidelines:

- Keep a log of the barcode ranges assigned to each vendor and processing options.
- Request or purchase the full MARC records from all vendors.
- Have property stamps in several sizes with the school’s name and full address on them.
- Note the purchase order request information on the budget spreadsheet.
Equipment

Insert here the procedure for receiving and processing new equipment.

General guidelines:

- Note the purchase order request information on the budget spreadsheet.
- Have an engraving pen and/or permanent marker to affix the school’s name and the inventory control number to each piece of equipment.
- Enter the information into circulation system database and affix the barcode.
Challenged Materials
Process for Requesting Reconsideration of Materials

Insert here the district and school policy for handling requests for reconsideration of materials.

SAMPLE 1

District Reevaluation Policy

The review committee will handle all requests for reevaluation, including requests for the reevaluation by district employees (e.g., principal, classroom teacher, guidance counselor). In addressing challenges, or requests for reevaluation of a specific library media resource, the main consideration will be to determine the educational value of the resource as a whole. The decision of the review committee is final.

The reevaluation policy should
- encourage ownership of the library media programs by all stakeholders,
- recognize everyone’s right to voice a grievance about a particular library media resource and specify which individuals or groups may ask for reconsideration,
- clarify procedures for addressing requests for reevaluation by detailing the review process and establishing a timeline for reconsideration and rendering a decision, and
- specify the types of individuals who will comprise the review committee.

Review Committee

I. Who the committee members are (named by position, not as specific individuals)
   A. One school board member (elected by the school board)
   B. The principal or assistant principal (named by the superintendent)
   C. Three classroom teachers (named by the superintendent, one for each grade level—elementary, middle, and high school)
   D. Three library media specialists (elected by the local library media specialists and approved by the superintendent, one for each grade level—elementary, middle, and high school)
   E. Community members (as many as ten individuals, none of whom should be teachers or library media specialists at other schools in the district)

II. Who convenes the committee

III. Who supplies copies of the challenged resource

IV. How the committee works
A. Length of a committee member’s term
B. Establishing committee leadership
   1. Elect a chair
   2. Elect a vice-chair
   3. Elect a recording secretary
C. Duties of the chair
   1. Receive notification of a challenge
   2. Notify committee of challenge
      a. Set a meeting date
      b. Send copy of request for reevaluation to each committee member
      c. Send a checklist for reevaluation to each committee member
      d. Provide each member a copy of the resource in question
   3. Obtain reviews of the resource in question and send to committee members
   4. Invite the complainant to the meeting
   5. Invite expert witnesses to the meeting
D. Duties of the recording secretary
   1. Record attendance at the meeting
   2. Transcribe the minutes of the meeting
   3. Complete the committee report form
   4. Obtain committee signatures on final report form
   5. Send the report to the committee chair and the school superintendent within the specified time limit
   6. Send copies of the final report to all involved parties
   7. Keep written records of all meetings and copies of committee’s decision
E. Duties of committee members
   1. Examine the resource in question, considering the work as a whole and not in isolated segments
   2. Examine reviews
   3. Weigh the educational value of the resource
   4. Hear testimony
   5. Make a decision by public vote

Review Process

I. Initial complaint
   A. The person receiving the initial complaint informs the complainant of the selection policy and the process for addressing requests for reconsideration.
   B. The superintendent and the chair of review committee are immediately informed.
   C. The chair of the review committee evaluates the decision of building-level review committee.

II. Second complaint
   A. The superintendent informs the complainant of the selection policy and the process for addressing requests for reconsideration.
   B. The chair of review committee is immediately informed.
III. Third complaint
   A. The issue is referred to the review committee.
   B. A due process timeline is established, published, and followed.
   C. The review committee’s report
      • is filed on the approved report form,
      • is filed with the superintendent and the committee chair within the time limit,
      • includes all materials consulted during the review process, and
      • is sent to all involved parties.

Status of Challenged Resource

The library media resource will remain in unrestricted use during the reevaluation period.

SAMPLE 2

[A reevaluation policy should be in place in your school and should mirror the district reevaluation policy. Your policy and procedures manual should include all the information necessary for addressing a challenge to library media materials, including any forms required during the challenge and review process.]

Any Town Library Media Center
Reevaluation Policy

The review committee will handle all requests for reevaluation, including requests for district employees (e.g., principal, classroom teacher, guidance counselor). In addressing challenges, or requests for reevaluation of a specific library media resource, the main consideration will be to determine the educational value of the resource as a whole. The decision of the review committee may be appealed to the school superintendent and to the board of education.

The reevaluation policy should
• encourage ownership of the library media programs by all stakeholders,
• recognize everyone’s right to voice a grievance about a particular library media resource and specify which individuals or groups may ask for reconsideration,
• clarify procedures for addressing requests for reevaluation by detailing the review process and establishing a timeline for reconsideration and rendering a decision, and
• specify the types of individuals who will comprise the review committee.
Review Committee

I. Who the committee members are (named by position, not as specific individuals)
   A. The principal or his or her designee
   B. One classroom teacher (named by the principal)
   C. The library media specialist
   D. Two students
   E. Two parents

II. Who convenes the committee

III. Who supplies and distributes copies of the challenged resource

IV. How the committee works
   A. Length of a committee member’s term
   B. Establishing committee leadership
      1. Elect a chair
      2. Elect a vice-chair
      3. Elect a recording secretary
   C. Duties of the chair
      1. Receive notification of a challenge
      2. Notify committee of challenge
         a. Set a meeting date
         b. Send a copy of the request for reevaluation to each committee member
         c. Send a checklist for the reevaluation to each committee member
         d. Provide each member a copy of the resource in question
      3. Obtain reviews of the resource in question and send them to committee members
      4. Invite the complainant to the meeting
      5. Invite expert witnesses to the meeting
   D. Duties of recording secretary
      1. Record attendance at the meeting
      2. Transcribe the minutes of the meeting
      3. Complete the committee report form
      4. Obtain committee signatures on final report form
      5. Send the report to the committee chair and the school superintendent within the specified time limit
      6. Send copies of the final report to all involved parties
      7. Keep written records of all meetings and copies of committee’s decision
   E. Duties of committee members
      1. Examine the resource in question, considering the resource as a whole and not in isolated segments
      2. Examine the reviews
      3. Weigh the educational value of the resource
      4. Hear testimony
      5. Make a decision by public vote
Review Process

I. Initial complaint
   A. The person receiving the initial complaint informs the complainant of the selection policy and the process for addressing requests for reconsideration.
   B. The principal is immediately informed.

II. Second complaint
   A. The complaint is referred to principal, who informs the complainant of the selection policy and the process for addressing requests for reconsideration.
   B. The chair of review committee is immediately informed.

III. Third complaint
   A. The issue is referred to the review committee.
   B. A due process timeline is established, published, and followed.
   C. The report of the review committee
      • is filed on approved report form,
      • is filed with the superintendent and the committee chair within the time limit,
      • includes all materials consulted during the review process, and
      • is sent to all involved parties.

Status of Challenged Resource

The library media resource will remain in unrestricted use during the reevaluation period.
Weeding/Repairing/Discard
Weeding Guidelines

Insert here the procedures for weeding the library media center collection on a regular basis.

Points to consider:

- What is the copyright date that will define oldest item in the collection (e.g., 1985)?
- How many times within the last five years has an item circulated?
- What is the condition of the material?
- What is the relevance of the material to the current curriculum?
- What effect will discarding the item have on the percentage of the collection for that subject?
- What is the appeal of the item to patrons?
- How will disposal be handled?
- How often will weeding be conducted?
- What are the minimum requirements of Southern Association of Colleges and Schools (SACS)?
- What are the collection size recommendations of the South Carolina Department of Education? Consult Catalyst: Setting the Standards for Student Learning through School Library Media Centers.

For recommendations on weeding, you may refer to the document from the Texas State Library on-line at <http://www.shsu.edu/~lis_fwh/crew.html>.
Rebinding Guidelines

Insert here guidelines for rebinding library print materials. The district has probably established these guidelines.
Discarding Guidelines

Insert here the procedure for discarding materials that have been weeded from the resource collection in the library media center. The district has probably established this policy.
Inventory Procedures

Insert here the procedures for conducting the annual inventory of library media center materials and equipment. The district technology office may determine these procedures as part of the support it provides for the library media center automation system. The library media specialist should also consult the inventory procedures found in the documentation information for the library automation system.

If the library is not automated, insert here the procedure for conducting a manual inventory.

Points to consider for conducting inventory with a library automation system:

- What steps must be taken prior to beginning the inventory?
- How will items will be marked in the automation system (e.g., missing, lost, discarded)?
- What steps must be taken to activate the scanner?
- What are the particular steps in the scanning process?
- What are the particular steps in uploading data to the automation system?
- What steps must be taken to print the final report?

Points to consider for conducting a manual inventory:

- What steps must be taken prior to beginning the inventory?
- How will items will be marked in the shelf list (e.g., missing, lost, discarded)?
- Will a final report be generated? How will the report be formatted? Who will receive a copy of the final report?
Budget
Budget Management

Insert here the procedure for encumbering funds, for tracking a request for purchase order and the resulting purchase order, and for the payment of invoices. Also insert here the procedure for projecting budget needs for the upcoming school year and the procedure for reporting this projected budget to the administration.

General guidelines:

- Keep a ledger page or a spreadsheet page for each library account (e.g., books, periodicals, audiovisual, supplies).
- Enter the budget amount for each account on the appropriate ledger page.
- Set up folders for purchase orders (e.g., in processing, on order, and complete).
- Enter appropriate information on ledger sheet when purchase order is requested and money is encumbered.
- Check the packing slip against items received and send the packing slip for payment, if order is complete.
- Correct the ledger sheet to reflect the actual amount of the invoice.
- Add the item to the collection (see section FB, “Processing Materials,” above).
Procurement Procedure

Insert here the procurement procedure as required by the district office and by the building-level principal.
Automation System Information
Service Contract

Insert here information pertinent to the service contract for the library media center’s automation system.
Help Desk Contact Information

Insert here information on contacting the help desk for assistance with technical issues regarding the library automation software.
Barcode Ranges

Insert here the barcode ranges that have been sent to the various book vendors from whom library books and other resources are ordered.
Public Relations
Advertising/Marketing

Insert here the policy for advertising programs and services available from the library media center.
Sample Communications

Insert here samples of communications from the library media center (e.g., memos, brochures, flyers).
Sample Letter of Acknowledgement for Gifts

Dear ________________________:

On behalf of the library media center at ________________________ School, I wish to thank you for your donation of __________________________ in memory [or in honor] of _________________________. A letter has been sent to [insert the name of the person or the name of someone in his or her family] ______________________ acknowledging this gift to our library on his [or her] behalf.

Our students and faculty will benefit from this addition to our resource collection. We very much appreciate your thinking of us in honoring ______________________ in such a tangible way.

Sincerely,
Media Center Newsletter

Insert here copies of the media center newsletter for the current school year. At the end of the year the library media specialist should file these copies in the media center newsletter archive file.
Library Media Center Annual Report Planning Sheet

Insert here the procedure for preparing the annual report for the library media center. The district library media contact person has probably prepared this planning sheet and disseminated it to all library media specialists.
Library Media Center Annual Report

Insert here a copy of the final report filed with the principal and the district office.
Library Media Center Data Report

Insert here the final copy of the yearly survey filed with the South Carolina Department of Education, Office of Library Media Services, 1429 Senate Street, Room 513-C, Columbia, South Carolina 29201.
Monthly Summary Report for Principal

Insert here a copy of the monthly summary report filed with the principal.
Advocacy

Insert here any activities and programs that advance and garner support for the library media center.

Reminder: Advocacy is championing the library media center, the staff, and the program. Advocacy is different from public relations, where the program is advertised to the educational community.
Library Media Center Advisory Committee

The library media center advisory committee has several functions:

- to advise the library media specialist on the curriculum and any revisions,
- to advise the library media specialist on selection of materials to support the curriculum,
- to serve as advocates for the library media program within the school community and the community at large, and
- to assist the library media specialist in developing programs and policies for the smooth operation and management of the library media center.

The library media center advisory committee should be chaired by the library media specialist and should have representation from the following groups in its membership:

- the school administration,
- each curricular department (e.g., English, Social Studies) or each grade level (e.g., first grade, second grade),
- students,
- parents,
- the community, and
- the district media coordinator or district media contact person.
Library Club

Insert here the constitution and bylaws of the library club. Also insert here the name of the current officers and any other information pertinent to the library club.
Patrons Club

Insert here information about the patrons club (friends of the library) and the way it is organized. This group could include students, parents, faculty members, and general community members. The group should also serve as advocates for the library media program.
Organizations and Special Programs
## Organizations

Insert here the names of any other organizations that are sponsored by the library media center (e.g., Lunch Bunch, Library Media Center Reading Club, Teachers as Readers Club, Oprah’s Book Club). Include only those organizations that pertain to the library media center for which this policy and procedures manual is created. If no other organizations besides the patrons club and the library club are sponsored by the library media center, then this section should be omitted.
Special Programs

Insert here information about special programs offered by the library media center (e.g., book fair, Banned Books Week, Teen Read Week, Dr. Seuss’s birthday, Children’s Book Week, South Carolina Book Awards, National Library Week, Black History Month, Women’s History Month).
Calendar of Library Media Center Events
Professional Development Opportunities

Insert here anything pertinent to professional development offerings at the school, district, state, and national levels. For ease of reference when the library media specialist receives inquiries from faculty and staff, conference information should be included in this section (e.g., SCASL, Low County Instructional Technology Conference, EdTech, NECC, ALA, AASL, SCIRA Reading Conference, English teachers conference, social studies conference, middle school conference, SCHSLMA).
Technology
Local Area Network (LAN)

Insert here the procedures for using the LAN. The district technology office will provide some of this information. Also insert here the school’s requirements.
Internet

Insert here procedures and policies for using the Internet. The district office will provide some of this information. Also insert here the school-level policies and procedures for such matters as the student acceptable use policy (AUP), the staff AUP, Web page procedures, Web page authoring guidelines, and parental permission for World Wide Web publishing.
Computers

Insert here policies regarding use of computers in the library and throughout the school.
Software Installation

Insert here the policy for individual installation of software on stand-alone computers as well as on the file server.
Request for Technical Assistance

Insert here the procedure that teachers and other staff members should use to request technical assistance from the library media center. Also insert here the procedure the library media specialist should use to request technical assistance from the district technology office.
Reporting Technical Problems

Insert here the procedure that teachers and other staff members should follow to report technical problems to the library media specialist.
Computer Maintenance

Insert here the procedure for regular maintenance of computers, including cleaning and storage.
Scheduling Equipment Use

Insert here the procedure for scheduling equipment use and for tracking the equipment’s location.
Equipment Maintenance

Insert here procedures for performing regular maintenance on equipment.
Standards
Standards for Programs and Facilities

Insert here standards for programs and facilities. Include standards from the Southern Association of Colleges and Schools, Catalyst: Setting the Standards for Student Learning through School Library Media Centers, and South Carolina School Facilities Planning and Construction Guide.
Student Learning

Insert here standards for student learning.

Include the following:

a. South Carolina academic standards (available on-line at <http://www.myscschools.com/tracks/Educators/>);
b. district academic standards (if applicable);
c. Information Literacy Standards for Student Learning, found in Information Power: Building Partnerships for Learning (Chicago, IL: American Library Association, 1998);
d. the National Educational Technology Standards (NETS) for students (available on-line at <http://cnets.iste.org/index2.html>; and

e. the SCANS report (available on-line at <http://www.scans.jhu.edu/General/publications.htm>).
Contact Information

Insert here frequently called telephone numbers, e-mail addresses, fax numbers, and other information of local, regional, state, and national contacts. Include library media specialists, professional organizations, vendors, administrators, and others with whom the library media specialist contacts on a frequent or regular basis.
Position Statements

Insert here position statements regarding library media centers. Consult the AASL Web site at <http://www.ala.org/aasl>.
Forms

Insert here the forms that are mentioned in previous sections of this policy and procedures manual (although the library media specialist may find it more beneficial to include each of the forms in the particular section where it is mentioned, instead of here).
Notes

Insert here any notes that the library media specialist wishes to make regarding any aspect of the library media program, curriculum, this policy and procedures manual, and any other topic pertinent to managing the library media center.
Teacher Handbook

Insert here a listing of the sections of the policy and procedures manual that should be duplicated and copies provided to teachers to facilitate their use of the library media center and all the resources there. If the LAN in the school is stable, the library media specialist might consider making the teacher handbook available online. One caveat with regard to providing an electronic handbook: **make certain that the handbook is always up to date.**
Index

For ease of reference, it is recommended that the media specialist create an index for this manual.