Dawson Elementary Library Policy And Procedures Manual

"Reaching for Excellence!"
Melissa Strauss,
Librarian

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Jackson Public School District Library Program

JPS Library Mission Statement

The mission of the JPSD Library Media Program is to build a literacy foundation that will enable and empower its scholars to transition into life- long learners.

The program will provide scholars the opportunity to be part of our vastly developing world through books, authentic learning experiences, resources from all points of views and cohesiveness with the district's curriculum goals, objectives, and values.

JPSD Library Vision Statement

All JPSD libraries will be the chief academic respondent to literacy, research and writing.

Mission Statements

Department of Education Mission Statement

The mission of the Mississippi school library media centers is to assist in providing a quality education for every child and to encourage lifelong literacy and learning through reading. Library media centers provide an environment in which students and staff learn to access, evaluate and apply information using a variety of print and electronic formats. The library media center supports the school's curriculum and assists members of the learning community in becoming effective users of information.

Georgia B. Dawson Elementary School Mission

The mission of Dawson Elementary School is to create a collaborative school culture and a student centered learning environment to ensure that academic performance is increase for all students.

Library Mission Statement

In support of the school's mission and the Reader's Bill of Rights for students, Dawson Elementary School Library will assume a leadership role in creating and maintaining an environment of inquiry based learning leading to high academic achievement for the 21st century learner.

My Philosophy

I believe that students are able to develop a life-long habit of reading. Students should have access to curriculum-based, print and non-print resources for personal development. As, the school library media specialist, I, Melissa Strauss will create partnerships with teachers and the school community for seamless integration of technologies and resources that support safe exploration of intellectual freedom for students and professional growth for teachers.

Written with student achievement in mind,
By Melissa Strauss, Teacher-Librarian

SCHOOL LIBRARIES

Section I: INTRODUCTION

The school library shall be an instructional resource area for all phases of the school program. Careful consideration shall be given to the selection of materials for the library.

The following statements of objectives and procedures for the selection of books and library materials shall be used as guide by librarians, staff, and administrators.

Section II: AIMS AND OBJECTIVES OF THE LIBRARY

"School libraries are concerned with generating understanding of American freedoms and with the preservation of these freedoms through the development of informed and responsible citizens. To this end the American Association of School Librarians reaffirms the "Library Bill of Rights" of the American Library Association and asserts that the responsibility of the school library is:

To provide materials that will enrich the curriculum, taking into consideration the varied interests, abilities, and maturity levels of students served.

To provide materials that will stimulate growth in factual knowledge, literacy appreciation, aesthetic values, and ethical standards.

To provide a background of information which will enable students to make intelligent judgments in their daily lives.

To provide materials on opposing sides of controversial issues that young citizens may develop under guidance the practice of critical reading and thinking.

To provide materials representative of many religious, ethnic, and cultural groups, and their contributions to our American heritage.

To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assume a comprehensive collection appropriate for the users of the library."

School Library Bill of Rights presented to the ALA Council of the American Association of School Librarians.

Section III   SELECTION CRITERIA

The following criteria shall be considered in the selection of library materials:

- A. Knowledge of the curriculum, the school community and its resources, and student interests
- B. Requests submitted by teachers, administrators, students, and parents
- C. Recommendations from professional selection aids
- D. Provision for varying levels of difficulty, diversity of appeal and point of view
- E. Maintenance of accurate, current, and factual materials with the best artistic and literary format

Section IV: RIGHTS OF STUDENTS

Students shall not be required to read library materials, which are considered objectionable because of religious, political, or moral principles.

Section V: PROCEDURES FOR HANDLING CHALLENGED MATERIALS

Challenged materials should be brought to the attention of school personnel in the following manner:

- A. Criticism should be directed to the school principal
- B. A protest concerning specific library materials within a school should follow this procedure:
  1. The objection shall be made in writing to the principal of the school. The criticism should include the following specific information: title, author, publisher, copyright date, reason for criticism, and page number for each item to which objection is being made. The person(s) objecting should state in writing whether or not they have read the material in its entirety. The entire unit, chapter, topic, or book (if fiction or biography), which includes the objectionable material should have been read.
  2. The objection shall be signed by the person(s) making the protest and address given. If an organization is registering the protest, the name of the organization and official minutes of the body shall be submitted along with the signatures of the officers.
  3. The principal shall undertake to deal with the problem administratively in concert with the appropriate assistant superintendent. If necessary the assistant superintendent shall convene a committee to evaluate the criticism.
  4. A committee on evaluation of criticism, appointed by the appropriate assistant superintendent, shall consist of the library supervisor, a principal, a librarian, a teacher, two parents, and

two students representative of the school where appropriate to the study.

5. The committee will report the action on the criticism in writing to the superintendent or designee. The superintendent or designee will then forward the response to the critic.

Section VI: GIFTS OF LIBRARY MATERIALS

Occasionally gifts of library materials are offered to schools. For acceptance, these materials should meet the same standards for use as do materials purchased by school district. Procedures for accepting gifts should conform to policies and procedures as established in the Policy Handbook, Jackson Municipal Separate School District.

Dawson Elementary Library
Goals and Objectives

Goal I: Create, build, or develop a collection that reflects needs of teachers and students

Objectives
1. Purchase Renaissance 360/Enterprise – School years (15-16, 16-17, 17-18)
2. Purchases align with curriculum guide – **Ongoing**
3. Beginning chapter books – (15/16)
4. Science Literature related to new textbook – (16/17)
5. Geography texts related to textbook – (17/18)
6. AR purchases related to collection development/STAR zone needs-**Ongoing**
7. Correct Dewey cataloging—Easy and Fiction by 2017-2018

Goal II: Create a collaborative culture with administrator, teachers, parents, and librarian

Objectives
1. Attend team meetings, data inquiry, and vertical alignment meetings with the purpose of letting teachers know about resources and best practices and to determine teacher needs – 15/16
2. Highlight one resource during staff meetings-Prezi, AR – 15/16
3. Create a library committee to develop needs assessment and report results – 16/17
4. Continue to contribute to newsletters – 16/17
5. Create/present PowerPoint/Prezi to highlight how I examine curriculum for skills I pull out or use best practices to gel and/or spark classroom learning – 16/17
6. Share goals and objectives with principal – **Ongoing**
7. Create school library advisory board – 16/17

Goal III: Update library furnishings for safety reasons
1. Create proposed floor plan; current estimate is $16,000 for Nonfiction area
2. Solicit Central Office – (15/16, 16/17)
3. Solicit businesses – (15.16, 16/17, 17/18)
4. Ask Principal for assistance - (15.16, 16/17, 17/18)
5. Raise funds via grants, pencil machine, book fairs, etc.- **Ongoing**

Written with student achievement in mind,
by Melissa Strauss, Teacher-Librarian
Approved by Vicki Conley, Principal

Advisory Committee

A library media advisory committee is an essential component of the Dawson Elementary library media center program. This committee is an advisory committee in all aspects of the library media program. The committee is headed by the library media specialist and is comprised of at least one of each of the following:

- Administrator

- Grade Level Team Leader PK-5

- Student

- Parent

- Community member

Budgeting Procedures

The Librarian works with the principal to develop next school year's budget for the library media center. Discuss items such as Accelerated Reader 360, printer ink cartridges, and laminating film. Budgetary funds are provided for books, reference materials, magazines and periodicals. These are the budget lines:

Supplies	1120-900-2222-000-610-027
Periodicals	1120-900-2222-000-651-027
Books	1120-900-2222-000-653-027
Software	1120-900-2222-000-611-027
Lake Fund (Library books only)	7192-900-2222-000-653-027
Damaged, Lost Library book fines is usually placed under a Student Activities line. Use this line to replace books.	

At the time of this update (2015), the office manager requires a typed purchase order request be submitted with a vendor quote. Orders are placed by the office manager. See the Appendix for an updated Requisition Sheet.

<div align="center">

A separate binder is kept for

Requests for Purchase Orders

Purchase Orders

Quotes

Expenditures

And

Balances.

</div>

A running list of needed supplies is kept in a Ziploc bag in the left drawer of the desk, with lids from the empty packages to ensure exact ordering information and to track the types of and amounts of usage.

Procedures for Ordering

For further ordering procedures for books, periodicals, supplies, and see the JPS Library Media Center Procedures Manual, p. 16-18.

Procedures for Receiving and Processing Materials

See the JPS Media Center Procedures Manual, page 18 explains the procedures for books and periodicals.

Specific Dawson Library instructions for adding new books, periodicals, AR BookGuide, and MARC records are included in the Collection Development pages.

PART B: OPERATIONAL PROCEDURES

Hours of Operation

Opens at 7:00 am for teacher use.

Supervised by the librarian after breakfast duty, 8:00 am – 3:30 pm. Monday – Friday.

Staff is not required to co-teach with librarian and do not stay during scheduled library visits.

Lunch is 11:30 am – 12:00 pm.

Library Management Time is indicated on the Master schedule.

Monday 8:00 am – 9:30 am and 2:30 pm – 3:30 pm
Tuesday 8:00 am - 9:00 am and 2:30 pm – 3:30 pm
Wednesday 8:00 am – 9:30 am and 2:30 pm – 3:30 pm
Thursday 8:00 am – 9:30 am; 12:00 pm – 1:00 pm; 2:30 pm -3:30 pm
Friday 8:00 am – 9:30 am; 10:30 am -11:30; 12:00 pm -1:00 pm; 2:30 pm – 3:30 pm

Scheduling

Dawson Elementary library operates on a **fixed schedule**. The weekly schedule is:

- part of the master school schedule,
- annually provided by the principal and may not be changed without his/her authorization
- posted outside the library door, near the library entrance door, and near the librarian's desk.

Required Library Management Tasks

See JPS Library Media Center Procedure Manual pages 10 – 11.

Opening/Closing/Inventory

Begin with district communicated mandates for opening, inventory, and closing information. Use the website http://www.goalexandria.com/support/tech_notes/ILSC.html and manual for further guidance. A portable scanner may be checkout from the Teacher Resource Center (TRC).

Procedures for Overdue, Lost and Damaged materials

Students are given a motivational letter to write as a reminder the first time a book is not returned, lost, or damaged. If there is a second week, an overdue letter is given to the homeroom teacher and call is made to the parent. This cycle continues until the book is returned or the fee is paid. Students are not able to check out another item until this fee is paid. If the item is found before the end of the school year, a refund will be given within 2-3 weeks.

Procedures for Charging Fees for Printed and Copied Materials

At this time, the library is not able to copy items. However, black and white printing for students and teachers is available. Teachers may make one copy of instructional materials and use the office copier for multiple copies.

Information on Library and Technology Services Available from the District

Always begin with the JPS Intranet page. Type "Intranet" in the browser bar and the home page should appear. All password required links are located on the left side of this page. Support is provided through BOMGAR, for troubleshooting issues beyond the services of Dawson's most knowledgeable techie on campus—printer, student workstations, ALEX, smartboard, email, Renaissance Place subscriptions. BOMGAR is also located on the left side of the district's homepage. Follow the step-by-step instructions to create a new ticket for help.

Request for Advance Notification for Upcoming Research Projects

Historically, classroom teachers have not initiated research projects through the Dawson Elementary Library. Beginning with the 2015-2016 school year teachers will be provided an orientation for planning research and requesting research opportunities with the library media specialist utilizing the documents in the appendix.

Procedures for selection of student assistants

Students apply for the position, given a quiz, and a probation period for orientation. In some situations, students in need of time away from the classroom or one-on-one attention, they are given on the spot training for one specific task. For example, powering on the student workstations before breakfast, for one week.

Guidelines for volunteers

Both adults and students can help with library circulation, shelving, clerical work, and other tasks. Students are initially observed in school-wide activities for exceptional character traits, then recommended by teachers.
Book Buddy adult readers are volunteering to read with identified students for 30 – 60 minutes each week in an effort increase reading comprehension and motivate students to read.

Computer and Internet Usage Procedures for Students and Staff

Staff utilize computers for webinars, research, instructional materials, grading system, checking email, and contacting parents.

Students use computers for universal screening, state assessments, research, word processing, collaboration, creating projects, Academy of Reading, Academy of Math, and Accelerated Reader. Sites are bookmarked for instructional purposes to prevent off task activity. Each student is encouraged to have parents sign the district's Acceptable Use Policy form, in the student handbook, to accept responsibility for safe digital use.

Opening and Closing Procedures

- Turn on lights near the storage room and the entrance door.
- Close the storage room door and the bathroom door.
- Turn on the laminating machine, before breakfast duty so is hot enough to use for items placed in the laminating basket.
- Windows usually remain locked.
- Power on ALEX computer: User Name (dawsonalex); Password (u7w5y9)
- Power on student workstations: User Name (dawsonlib); Password (Student027)

Procedures for Securing the LMC

Daily procedures:

- Turn off lights near the storage room and the entrance door.
- Close the storage room door and the bathroom door.
- Ensure that the Smartboard is turned off so as not to burn the bulb.
- Ensure that the laminating machine is off.
- Windows usually remain locked.
- Shut down computers, especially before holidays.

Emergency Drill Procedures are outlined in the district and local staff handbook.

CIRCULATION PROCEDURES

Circulation Software - http://www.goalexandria.com/

Companion's Alexandria is the district adopted software used for managing the collection. The handbook is in the librarian's center desk drawer. The account number and other pertinent information is written on the front cover. After logging onto the desktop, the User Name (admin) and the Password (dawsonadmin) must be entered. Most updates and backups are done automatically, at night. This workstation should be kept on at night unless you are given different instructions. Technology issues should be addressed by logging into the BOMGAR application that is on the left side of the JPS intranet home page. Begin a new ticket for each issue, being sure to include the barcode and be as clear with an explanation of the issue as possible.

Circulation Procedures for Teachers

A. Print – Teachers may checkout a class set with a due date at the end of the school year. However, if another teacher would like to use the same set, special dates are set depending on the need.
B. Nonprint – Teachers may checkout VHS cassettes and DVD's as they are added to the collection. Teachers may checkout a class set with a due date at the end of the school year. However, if another teacher would like to use the same set, special dates are set depending on the need.
C. Audiovisual Equipment (Overheads, headphones, cd /dvd players, tv's, lcd projectors) All teachers have Smartboards. Four overheads are stored in case of an emergency. **PLEASE DO NOT ALLOW STUDENTS TO DELIVER AUDIOVISUAL EQUIPMENT!**

Circulation Procedures for Students

A. Print - one to two items per week
B. Nonprint – ebooks 1/week; digital items available at the point of need on the school's website.
C. Audiovisual Equipment (Overheads, headphones, cd /dvd players, tv's, lcd projectors). At this time these items are not circulated to students.
All attempts will be made to accommodate point of need access to early learning readers.
Policies are being researched to address Pre-Kindergarten and Kindergarten student access.

Circulation Procedures for Parents – (Done on an individual basis with principal approval.)

A. Print
B. Nonprint
C. Audiovisual Equipment (Overheads, headphones, cd /dvd players, tv's, lcd projectors)

PBIS PAWS Matrix is the school-wide discipline plan. The school library expectations, consequences, and rewards are posted on the windows above the student terminals, before orientation instruction. During orientation this is placed inside each library wallet (folder).

I'm an "A" Student!
I'm Excelling from Good to Great!

Make Good Choices

1. I will listen to learn and learn to listen.
2. I will be prepared with my library wallet and my library book.
3. I will walk quietly to the library and in the library.
4. I will follow directions the first time they are given.
5. I will keep my hands, feet, and objects to myself.

I am known by the choices I make, whether they are right or whether they are wrong.

Actions Have Consequences
1. Verbal Warning
2. Time out for Writing-loss of point
3. Parent Called
4. Conference with the Principal
5. After School Detention

Good Choices Have Rewards
Self-discipline
Surprises
Bistro Privileges
Field trips
Literacy Celebrations

I am expecting a year of great reading! Mrs. Strauss has discussed rules and demonstrated procedures. It pays to make good choices!

_____

Student Name

PART C: COLLECTION DEVELOPMENT

SELECTION OF INSTRUCTIONAL MATERIALS

Section I: Selection of Instructional Materials

Instructional staff shall consider the following factors in the selection evaluation and use of instructional materials:

- Directly support student achievement toward the school district's curriculum standards
- Impact on instructional time
- Authenticity including but not limited to historical and scientific accuracy
- Age/grade appropriateness and in the case of motion picture media, the age ratings of the Motion Picture Movie Association shall be applied.
- Compliance with Policy and Procedures GACP entitled "Printing and Duplicating Services/Copyright Law."

Section II: Parental Permission Required

Written permission forms for movies may be used for general or blanket approval for the entire school year. If the blanket form is not used, the parent must sign a permission form each time a movie is shown that is not rated general, or G, by the Motion Picture Movie Association. The building principal will maintain the written parental permission forms. The forms may be maintained in the library with the acceptable use forms. Attached to these procedures are blanket permission forms and forms for use each time a movie not rated G, or general, is shown.

Section III: Applicability to Vendors and Afterschool Providers

Vendors and afterschool providers shall notify the building principal in writing, not less than 48 hours, before showing any movies that are not rated general, or G, by the Motion Picture Movie Association. Vendors and afterschool providers shall comply with the requirement of obtaining and filing written parental permission prior to the showing of the movie.

SOURCE: Jackson Public School District, Jackson, Mississippi
DATE: September 11, 2006

SELECTION OF INSTRUCTIONAL MATERIALS

Section I: Background

Instructional materials shall be evaluated and selected according to specified procedures by qualified certified staff to ensure that the materials in the educational structure support the curriculum and meet the diverse needs of students. The instructional materials selected must be age and grade appropriate and must contribute to, and be aligned with, the curriculum and competencies.

Section II: Definitions

Instructional materials are print and non-print items that are designed to impart information to students in the educational process.   Instructional materials include items such as kits, textbooks, magazines, newspapers, pictures, recordings, slides, transparencies, videos, video discs, workbooks, and electronic media including but not limited to music, movies, radio, software, CD-ROMs, and online services.

Library books are literary works, narratives, and other texts that are selected for research or use but not used for guided or directed instruction.

Section III: Selection of Instructional Materials

Instructional staff shall consider the following factors in the selection evaluation and use of instructional materials:

- Directly support student achievement toward the school district's curriculum standards
- Impact on instructional time
- Authenticity
- Age/grade appropriateness and in the case of motion picture media, the age ratings of the Motion Picture Movie Association shall be applied.
- Compliance with Policy and Procedures GACP entitled "Printing and Duplicating Services/Copyright Law."

Section IV: Parental Permission Required

Written parental permission must be obtained before showing any movies that are not rated general, or G, by the Motion Picture Movie Association.   In the event parental permission is not received, the child will be placed temporarily in another room and given an alternate assignment.

Section V: Applicability to Vendors and Afterschool Providers

This policy shall apply to afterschool providers or afterschool vendors who provide services through a contractual relationship with the Jackson Public School District.

Section VI. Reconsideration of Instructional Material

When a parent, student, or staff member objects to the appropriateness of instructional material, the staff shall attempt to resolve the matter informally and at the local school level. In the event the matter cannot be resolved informally, the person who raises the objection may proceed to the appropriate assistant superintendent and place in writing to him or her the specific objection, the nature thereof, and the school.

Section VII: Promulgation of Procedures

The superintendent is authorized to promulgate rules, regulations, and procedures to implement this policy.

SOURCE: Jackson Public School District, Jackson, Mississippi
DATE: August 21, 2006

Collection Development

Ongoing collection development ensures that library holdings adapt to changing needs of the Dawson Elementary School community. The collection strives to be well-balanced with varying degrees of difficulty in order to support curriculum and recreational reading. Collection Analysis occurs in two ways and is ongoing as these resources are examined. **First**, data is collected and compared to Wilson's selection tool, *Children's Core Collection*:

1. Alexandria Super Summary
   - Number of titles
   - Age and/or timeliness of materials
   - Use (circulation statistics)
   - Per capita measurements (items per student)

2. Follett's Titlewave Collection Analysis

3. Bound to Stay Bound Collection Analysis

Secondly, **selection and acquisitions** are made by examining:

- 2011 CCSS Science and Social Studies Topic List
- Accelerated Reader Bookguide
- ALA Notable Books for Children
- Awards Lists – Caldecott, Newbery, Magnolia, Coretta Scott King, Laura Ingalls Wilder, Robert F. Sibert Informational Book Medal, (Theodor Seuss) Geisel Medal
- Best Books for Children
- Best Books to Read Aloud
- Booklist
- Children's Choice List
- Common Core Exemplars
- Common Core Learning Standards and State Standards Crosswalks
- Common Sense Media – commonsensemedia.org
- Freeman, Judy. "What's new in children's literature?"
- Freeman, Judy. Books kids will sit still for.
- Notable Books for Children in the field of Social Studies
- Novel Guide novelguide.com
- Other Professional Journals-Library Sparks, Mailbox, Instructor, Scholastic, School Library Connection, etc.
- Outstanding Science Trade Books for Children
- Peer recommendations
- School Library Journal Starred Reviews and Best Books List
- Student requests
- Teacher requests
- Vendor displays and visits

This allows the librarian to plan budgets, make purchases, and share needs with the administration.

Materials for purchase, or accepted as a donation, are considered based on:

1. Overall quality and content
2. Quality of writing
3. Timeliness and permanence
4. Importance of the subject matter
5. Readability and popular appeal
6. Authority (reviews from professional journals, critiques from teachers or other professionally trained librarians)
7. Reputation and significance of the author/artist/composer/producer, etc.
8. Reputation of the publisher
9. Cost
10. Presentation and format (library binding, print size, book size, illustration quality)

Sear's subject heading topics are included in the subject portion of the MARC record. Attempts are made to include a specific topic as curriculum develops. Original cataloging is done through the ALEX interface. Topics are denoted from the Sear's Subject Headings.

See Appendix for Equipment Repair or Fixed Assets Form- Form for equipment repair that includes the JPS barcode number, type of equipment and a brief description of the problem

SPEC SHEET

Each vendor has a specifications sheet that has been updated and included in this manual.

AUTOMATED PROCESSING

BARCODE INSCRIPTION: GEORGIA BEATRICE DAWSON

BARCODES: Back Cover Upper Right Horizontal

SPINES: 1 1/2" (from bottom of spine)

MYLAR: Taped on all books

AR TITLE INFOLABEL: Inside Front Cover Bottom Right Horizontal

CALL NUMBERS

Sears Subject Headings

FICTION: F with first letter of author surname

NONFIC: Class number with first letter of author surname

IND BIO: 921 with first letter of biographee surname

COLL BIO: 920 with first letter of author surname

EASY FIC: E with first letter of author surname

SHORT STORY: 808.8 with first letter of author surname

FOREIGN LANG: Language class number with first letter of author surname

REF: R above class number with first letter of author surname:

PROF: P above class number assigned by subject

Reconsideration Policy and Procedure

The philosophy, mission, goals, and selection policy for Georgia B. Dawson Elementary define the needs of our students. With these ideals in mind, books and materials are selected for student proficiency and teacher efficacy. In spite of this, occasionally materials selected may be challenged. The procedure for handling challenged material is found in the JPSD's policy IJ, School Libraries, Section VI.

"When a parent, student, or staff member objects to the appropriateness of instructional material, the staff shall attempt to resolve the matter informally and at the local school level. In the event the matter cannot be resolved informally, the person who raises the objection may proceed to the appropriate assistant superintendent and place in writing to him or her the specific objection, the nature thereof, and the school."

The school board of Jackson Public School System, has delegated the responsibility for selection and evaluation of library resources to the school library media specialist, and has established reconsideration procedures to address concerns about those resources. Completion of this form is the first step in those procedures. If you wish to request reconsideration of school or library resources, please return the completed form to the school librarian.

Name _____

Date _____

Address _____

City _____ State _____

Zip _____

Phone _____

____ Administrator ____ Bd Member ____ Clergy ____ Parent ____ Teacher ____ Patron ____ Elected Official ____ Government ____ Pressure Group ____ Religious Orgn. ____ Other Initiator

Do you represent self? ____ Organization? ____

1. Resource on which you are commenting:

____ Book ____ Textbook ____ Video ____ Display ____ Magazine ____ Library Program ____ Audio Recording ____ Newspaper ____ Electronic information/network (please specify) ____ Other _____

2. Title _____

   Author/Producer _____

   Copyright/Issue Date _____

3. What brought this resource to your attention? (check all applicable) Cultural Sexual Values Social Issues ____ Anti-Ethnic ____ Homosexuality ____ Anti-Family ____ Abortion ____ Insensitivity ____ Nudity ____ Offensive Language ____ Drugs ____ Racism ____ Sex Education ____ Political Viewpoint ____ Occult/Satanism ____ Sexism ____ Sexually Explicit ____ Religious Viewpoint ____ Suicide ____ Inaccurate ____ Unsuited to Age Group ____ Violence ____ OTHER:

4. Have you examined the entire resource? Yes ____ No ____
5. What concerns you about the resource? (use other side or additional pages if necessary)
6. Are there resource(s) you suggest to provide additional information and/or other viewpoints on this topic?

Revised by the American Library Association Intellectual Freedom Committee

The Advisory Committee and Central Office staff will provide a response to the challenger within 2-3 weeks, by mail at the address above.

<div style="border:1px solid red;">Reconsideration of Materials</div>

Weeding of Collection Resources

In order to maintain a collection that meets the needs of the learning community, deselection (weeding) of materials is essential. School library weeding guidelines should include the rationale and established criteria for weeding as stated in the School Library Selection Policy. (See Appendix G in the Mississippi School Library Guide 2014)

Decisions concerning the replacement of individual items are based on the following considerations: 1) demand for the specific item; 2) the number of copies held; 3) the existing coverage of the subject within the collection; 4) the validity of its contents; 5) the availability of the title for reorder; and 6) the cost of mending verses the cost of replacement. Any duplication of materials is governed by popular demand, importance of the material, and budgetary limitations.

The Texas State Library's Crew method, MUSTIE, has become the benchmark tool for weeding library collections including e-books. MUSTIE is an easily remembered acronym for six negative factors that frequently ruin a book's usefulness and make it a prime candidate for weeding. The following standards are used to discard an item:
(Source: Texas State Library and Archives Commission)

M = Misleading (and/or factually inaccurate)
U = Ugly (worn and beyond mending or rebinding)
S = Superseded (by a truly new edition or by a much better book on the subject)
T = Trivial (of no discernible literary or scientific merit)
I = Irrelevant to the needs and interests of your community
E = The material or information may be obtained expeditiously, especially through inter library loan, reciprocal borrowing, or in electronic format.

(Source: Texas State Library and Archives Commission)

Gift or Donation Policy

The library accepts new or gently used materials and accepts monetary contributions toward the purchase of materials. The library reserves the right to decide the disposition of all gifts received. Gifts accepted for addition to the library's collection become the property of Georgia B. Dawson Elementary School and will be placed where most appropriate.

Items may include:

- Fiction and Nonfiction
- Hardcover
- Children's Books

Donated paperback books will be offered to classroom teachers for classroom libraries; then to students to improve home library collections. A donor book plate can be placed in the front of your book with your name or the name of the loved one you wish to honor. Our formal "Thank You" letter will include an acknowledgement of the gift for tax purposes.

Adding New Books
Use a new list for each new order and check off as you go.

- Arrange in order of packing slip for ease
- Check in with packing slip
- Contact vendor/office administrator w/discrepancies
- Arrange in Nonfiction in Dewey order for shelving
- Arrange Fiction by author's last name for shelving
- Download/Import MARC records into ALEX
- Original processing is done with EZCAT
- Ensure barcodes in MARC match book barcode
- Enter AR information if not in MARC record
- Attach AR color coded dots (Blue/0.0-1.9; Green/2.0-2.9; Orange/3.0-3.9; Purple/4.0-4.9; Red/5.0 and up
- If barcode, spine, or AR labels are not covered with clear 3M tape or spine label covers, add them now
- Print list added by accession date from Items report
- Stamp Dawson's ownership stamp on title page
- Make sure the book level, points, and quiz # are on the inside cover and spine/front cover
- Notify teachers and students about new books
- Display new books for a few days
- Shelve books

PREPARING MAGAZINES FOR CIRCULATION

1. Place thin barcode on the Table of Contents page
2. Place the full barcode on the top of the front cover at the top
3. Cover with label protector as needed
4. Open Alexandria (Start-Programs-Alexandria)
5. Click on Show-Items
6. Click on Items-New Title
7. Enter MAG XXX in the Call Number field
8. Leave "gene" as it is. Select magazines under "book"
9. Enter the Volume, Edition (or Number), and the ISSN in the ISBN field
10. Enter the title and date of the magazine in the "Title" field
11. Enter Publisher, Place, Year, Series if provided
12. Click on "Summary"
13. List the Features or subjects covered that are related to curriculum
14. Click Save
15. When this appears, "This title "Periodical name" does not have any copies. Would you like to add some now?" Click Yes
16. Scan the barcode you placed on the front cover
17. Click OK
18. Click Save
19. Continue adding more titles or Click on the "X" to get back to Circulation
20. Shelve magazine and inform teachers that the title has arrived

EZ CAT INSTRUCTIONS
Best time to use EZCAT is 6:30 am-7:00 am

New Connection (Reconnect when red light comes on)
Search-Search All
Type in the ISBN, author, or title-Begin
> Make sure you have the right MARC
>> **Export…(Do not use Export selected…you won't be able to enter the barcode!)**

Export record to:
- ✓ …
- ✓ …

Enter the correct spine call #
Enter or Scan the correct barcode from the book

Open the file on the desktop as a Wordpad file to double check that the MARC records have been saved on your desktop.
> Export record to desktop file A:Microlif
>> Keep old, but also add
>>> EXPORT SHOULD HAPPEN AUTOMATICALLY
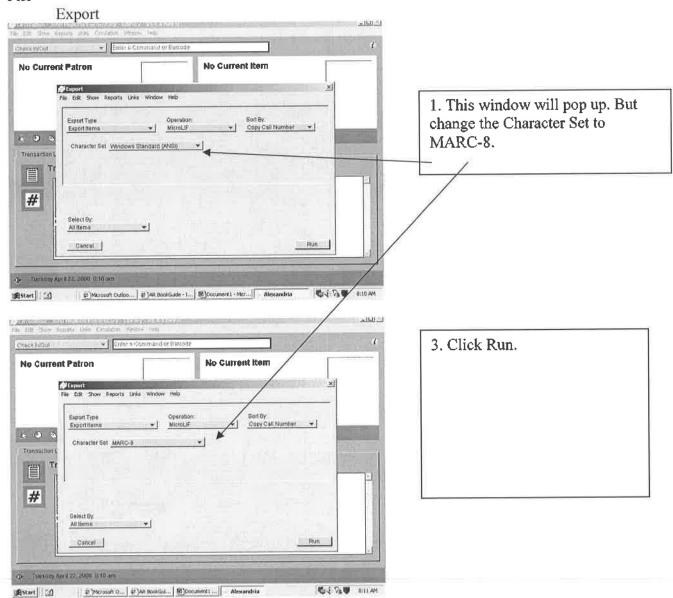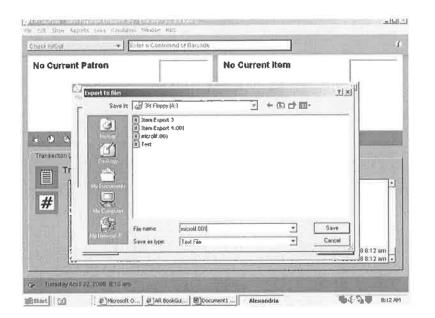
DON'T FORGET TO IMPORT THE MARC RECORDS FROM THE Desktop folder!

Open ALEX
> Tools
>> File
>>> Import

How to Import MARC for AR BookGuide

File

     Export

1. This window will pop up. But change the Character Set to MARC-8.

3. Click Run.
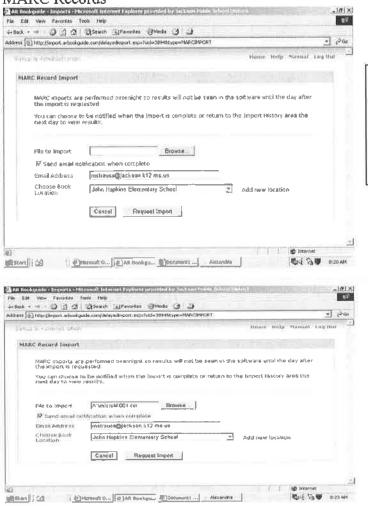
4. **Then Save file as microlif.001 (EXTREMELY IMPORTANT) Allow it to replace the existing file since you've updated your records.**
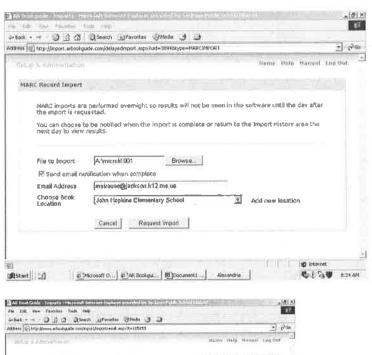
Log in to AR BookGuide
Imports
MARC Records

Click Browse
Choose the microlif.001 file from the place you saved it—floppy, external, etc.

Remove the .txt
Request Import
File is uploaded
Wait 24 hours to check on success of import by logging into AR Bookguide.

File Edit View Favorites Tools Help

Back → ⌂ 🔄 🔍 Search ⭐ Favorites Media 🔄 🔄

Address http://import.arbookguide.com/delayedimport.aspx?uid=389&type=MARCIMPORT

Setup & Administration   Home Help Manual Log Out

MARC Record Import

MARC imports are performed overnight so results will not be seen in the software until the day after the import is requested.

You can choose to be notified when the import is complete or return to the Import History area the next day to view results.

File to Import   A:\microlif.001   Browse...

☑ Send email notification when complete

Email Address   mekause@jackson.k12.ms.us

Choose Book   John Hopkins Elementary School   ▼   Add new location
Location

Cancel   Request Import

🖳 Start   📂   Microsoft O...   AR Bookgui...   Document1 ...   Alexandria   8:24 AM

File Edit View Favorites Tools Help

Back → ⌂ 🔄 🔍 Search ⭐ Favorites Media 🔄 🔄
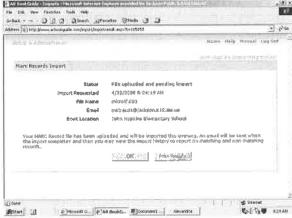
Address http://www.arbookguide.com/import/importresult.aspx?n=115153

Setup & Administration   Home Help Manual Log Out

John Hopkins Elementary School

Marc Records Import

Status   File uploaded and pending import
Import Requested   4/22/2008 8:24:19 AM
File Name   microlif.001
Email   mebause@jackson.k12.ms.us
Book Location   John Hopkins Elementary School

Your MARC Record file has been uploaded and will be imported this evening. An email will be sent when the import completes and then you may view the import history to report on matching and non-matching records.

OK   Enter Another

🖳 Start   📂   Microsoft O...   AR BookG...   Document1 ...   Alexandria   8:24 AM

Appendix
Possible topics for <u>Library book selection</u> based on the
Mississippi 2011 Social Studies and 2010 Science Curriculum Frameworks.

Kindergarten

(Science)
Scientific Investigation (Science experiment)
Physical Science
Animal groups
Five senses
Major human body parts
Space – Sun, Earth, planets, sky
Weather – clouds
(Social Studies)
Symbols (state and national, school, community)
Pledge of Allegiance
Patriot songs
Patriotism
Maps / Globes
Directions
Human rights and responsibilities
Economic choices
Conservation
Jobs / Careers
Historical figures
Diverse cultural heritages
Historical events
Holidays

First Grade

(Science)
Scientific Investigation (Science experiment)
Physical Science
Animals
Plants
Organisms
Space Science
Bodies of water
Seasons
Weather
(Social Studies)
Map / Globe
Continents, oceans
Directions
Weather
Environment
Human rights and responsibilities
Economic concepts / money
Religions
Family celebrations / customs

Historical figures (Abraham Lincoln, Geronimo, Davy Crocket, George Washington Carver, etc.)
Second Grade

(Science)
Scientific Investigation (Science experiment)
Physical Science
Water cycle
Plants
Animals
Human body systems
Life cycles of plants and animals
Earth's layers
Earth's environment
Moon, Planets
(Social Studies)
Government
Voting process
Maps
Weather
Environment
Civil / Human rights
Democratic process
Human made goods and services
Farming
Cultures
Folklore
Historical figures (Thomas Jefferson, Thomas Edison, Frederick Douglas, Harriet Tubman, Susan B. Anthony, etc.)

Third Grade

(Science)
Scientific Investigation (Science experiment)
Physical Science
Life Science
Environments -- deserts, tundra, forests, grasslands, taigas, wetlands
Digestive system, Nervous system, Skeletal system Muscular system
Animals
Cells
Microscope
Earth and Space Science
Development and change in Earth's surface- erosion, weathering, mountain building, landslides, volcanoes, earthquakes, floods, etc.
Weather
Water cycle

Jennifer Regel Parker, 2012

Pollution
Solar system
Fossils

Third Grade

(Social Studies)
Three branches of government
Ecological perspectives
Waste / recycling
Maps / globes
Civil human rights
Volunteerism
Local government
Taxes
Jobs / careers
Cultural artifacts
Celebrations
Historical figures (Martin Luther King, Jr., Betsy Ross, Franklin D. Roosevelt, Rosa Parks, etc.)

Fourth Grade

(Science)
Scientific Investigation (Science experiment)
Physical Science
Life Science
Systems of the human body
Photosynthesis
Plants
Pollination process
Cells
Earth and Space Science
Bodies of water
Weather
Environmental issues
Seasons
Constellations
Fossil Fuels
(Social Studies)
Three branches of government
State government (Mississippi)
Ecological perspectives
Waste / recycling
Native American groups (Chickasaw, Choctaw, Natchez, etc.)
Mississippi territory
Slavery in Mississippi
Mississippi's secession from the Union
Civil War
Mississippi's geographical regions
Mississippi's global trade
Good citizenship

Historical figures (Fannie Lou Hamer, Medgar Evers, Martin Luther King, Jr., etc.)
Mississippi's diversity
Natchez Trace
Mississippi River,
Gulf of Mexico
Natural disasters (hurricanes, tornadoes, earthquakes, etc.
History of Mississippi
Mississippi artists, musicians, writers

Fifth Grade

(Science)
Scientific Investigation (Science experiment)
Physical Science
Motion
Gravity
Properties of matter (mass, density, etc.)
Plant and animal cells
Earth and Space Science
Earth's materials (rocks, minerals, soils, etc.)
People and the environment
Planets
Earths resources
Recycling
(Social Studies)
Pre-Columbian civilizations
Earliest explorations
Vikings, Cortez, Ponce de Leon, Hernando De Soto, etc.
Early colonies
Colonial government
Continents
Native Americans
Maps
Columbian Exchange
European settlers
Slavery in North America
Magna Carta
Mayflower Compact
North American / Atlantic trade routes
Native American cultures

Galileo
Kepler
Weather

(Social Studies)
Earliest human communities
Hominid evolution in Africa
Australopithecines
Homo erectus
Paleolithic cave paintings
Government forms (democracy, aristocracy/oligarchy, absolutism, monarchy, totalitarianism, etc.)
Early civilizations (Egyptian, Mycenaean, Aryan, etc.)
Ancient Rome, China, India, Greece
Economics
Technology and advancement
Archaeological / anthropological findings
Religions (Judaism, Christianity, Islam, etc.)
Middle Ages
Renaissance

Eighth Grade

(Science)
Scientific Investigation (science experiment)
Physical Science
Chemical symbols
Chemistry
Periodic table of elements
Motion
Energy
Newton's Three Laws of Motion
Life Science
Cells
Environment
Plant and animal cells
Ecosystems
Single-celled organisms
Earth and Space Science
Lithosphere
Asthenosphere
Volcanoes
Meteorologists
Weather
Hurricanes
Conservation of resources
Global warming
Greenhouse gases

Sixth Grade

(Science)
Scientific Investigation (Science experiment)
Physical Science
Physical properties of matter
Life Science
Ecosystems
Plant and animal cells
Human diseases
Solar energy
Earth and Space Science
Planets, including Earth
People and the environment
Objects in the universe
(Social Studies)
Three branches of government
Checks and balances
Electoral process
Citizenship
Recycling
Military / veterans
Civic responsibility
Maps
Extreme weather
Ecosystems
Disaster preparedness
Historical documents (Magna Carta, Mayflower Compact, Declaration of Independence, Constitution, Bill of Rights, Emancipation Proclamation, etc.)
American democracy
Hemispheres

Seventh Grade

(Science)
Scientific Investigation (science experiment)
Physical Science
Life Science
Land biomes (rainforest, desert, tundra, etc.)
Health care technology
Reproduction
Earth and Space Science
Earth materials (rocks, minerals, etc.)
Planets, including Earth
Climate
NASA's space programs
Solar system
Copernicus

Eighth Grade

(Social Studies)
Declaration of Independence
American Revolutionary War
U.S. historical documents
Founding Fathers (Washington, Adams,
Hamilton, Jefferson, etc.)
Technological developments
Transportation improvements
Communication improvements
Westward expansion (Lewis and Clark,
Cherokees, Trail of Tears)
Development of slavery
Civil War
Reconstruction Era
American Revolution
Slaves who gained freedom
Women's suffrage movement (Elizabeth Cady
Stanton, Margaret Fuller, Lucretia Mott, Susan
B. Anthony, etc.)
Civil Rights movement
Industrial Revolution
Immigration
American diversity

HIGH SCHOOL

Physical Science
Scientific Investigations
Newton's Three Laws of Motion
Atom
Atomic theory
Scientists: John Dalton, J.J. Thomson, Ernest Rutherford, Newton, Einstein, Neils, Bohr, Louis de Broglie, Erwin Schrondinger, etc.
Periodic Table
Matter, physical and chemical changes

Physics
Scientific Investigation (science experiment)
Physical Science
Forces of motion
Newton's Three Laws of Motion
Gravitational law
Concepts of energy
Characteristics of light and sound
Doppler effect
Magnetism, electric fields, electricity
Nuclear physics

Chemistry
Scientific Investigation (science experiment)
Physical Science
Chemistry
Atomic model of matter
Experiments of Dalton, Thomson, Rutherford, Bohr, de Broglie, Schrodinger
Molecular structure
Periodic Table
Protons, neutrons, electrons

Organic Chemistry
Scientific Investigation (science experiment)
Applied chemistry
Polymers
Polymer Science

Intro to Biology
Scientific Investigation (science experiment)
Atoms, ions, elements, molecules, compounds
Photosynthesis
Ecosystems
Cell structures, etc.
DNA and RNA

Biology I
Scientific Investigation (science experiment)
Physical Science
Life Science
Major biomes
Plant and animal species
Climate
Molecular biology
Chromosomes, gene mutations
Genetic disorders (sickle cell anemia, cystic fibrosis, Downs Syndrome, etc.)

Biology II
Scientific Investigation (science experiment)
Life Science
Photosynthesis, cellular respiration
Molecular basis of heredity
Evolution theory and natural selection
Scientists: Malthus, Wallace, Lyell, Darwin
Ecosystems
Climate
Pollution and recycling
Organism classification

Genetics
Scientific Investigation (science experiment)
Life Science
Cell and cellular organelles
Cell cycle and mitosis
Genetic principles and problems
DNA manipulation
Biotechnology
Genomics

Microbiology
Scientific Investigation (science experiment)
Life Science
Scientists: Robert Koch, Louis Pasteur, John Snow, Edward Jenner, Joseph Lister, Alexander Flemming, etc.
Microbiology
Pathogenic microbiology
Bacteria
Viral diseases (smallpox, polio, influenza, measles, rabies, HIV, etc.)
Microorganisms and food processes

Botany
Scientific Investigation (science experiment)
Life Science

Jennifer Regel Parker, 2012

Botanical organization, etc.
Plant reproduction
Plant adaptation and survival

Zoology
Scientific Investigation (science experiment)
Life Science
Animal classification
Animal cycles, behaviors, etc.
Animal genetics and evolution

Marine and Aquatic Science
Scientific Investigation (science experiment)
Earth and Space Science
Aquatic environments
Bodies of water (fresh and salt water)
Aquatic ecosystems
Natural phenomena (hurricanes, floods, drought, etc.)
Careers in aquatic science
Modern technology in aquatic science

Human Anatomy and Physiology
Scientific Investigation (science experiment)
Life Science
Basic organization of the body (body parts)
Human body systems
Skeletal muscles
Nervous system
Endocrine glands and system
Digestive system
Circulatory system
Lymphatic disorders
Urinary system
Hormones
Development of a fetus

Biomedical Research
Scientific Investigation (science experiment)
Life Science
Fetal tissue research
Legalization of drugs
Drug abuse
Euthanasia
Research fraud
Animals in research
Genetic engineering
Universal health care
In vitro fertilization
Human Genome Project
Biomedical technology

Spatial Information Science
Scientific Investigation (science experiment)

Earth and Space Science
Global positioning systems (GPS)

Earth and Space Science
Scientific Investigation (science experiment)
Earth and Space Science
Origin and evolution of the universe
Big Bang Theory
Microwave background radiation
The Hubble constant
Geological history of Earth
Weather and climate
Biomes

Environmental Science
Scientific Investigation (science experiment)
Earth and Space Science
Biosphere
Ecosystems
Environment, conservation, etc.

Geology
Scientific Investigation (science experiment)
Earth and Space Science
Earth's atmosphere and lithosphere
Earth's topography
Geology

Astronomy
Scientific Investigation (science experiment)
Earth and Space Science
Celestial bodies
Universe
Scientists: Ptolemy, Copernicus, Kepler, Newton
Origin of the universe
Newton's Universal Gravitational Law
Kepler's Laws
Solar System
Galaxies

Aerospace Studies
Scientific Investigation (science experiment)
Earth and Space Science
History of flight
Early aviators
Aerospace technology

Intro to World Geography
Cold War
U.S. as a superpower
Physical environments
Civil Rights
Racism

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Maps
Cultures

Mississippi Studies
Chickasaw, Choctaw, Natchez Native American groups
Mississippi territory
History of Mississippi
Mississippi's secession from Union
Mississippi geography
Mississippi government
Mississippi in global affairs
Civil Rights Movement in MS
Jim Crow era (Ross Barnett, James Eastland, etc.)
Civil Rights leaders (Fannie Lou Hamer, Medgar Evers, Dr. T.R.M. Howard, James Meredith, Freedom Rides, Freedom Summer, Mississippi Freedom Democratic Party, COFO, CORE, etc.)
Women's suffrage
Immigration rights
Civil War's economic impact
Mississippi artists, musicians, writers

United States Government
American democracy
U.S. Constitution
Founding Fathers
Three branches of government
Voting process
Military
Constitution / amendments
Naturalization
Political systems (feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, etc.)
20th Century dictators
Supreme Court rulings (Plessy v. Ferguson, Brown v. Board of Education, Miranda v. Arizona, Regents of the University of California v. Bakke, Adarand Constructors, Inc. v. Pena, United States v. Virginia (VMI), etc.
Bill of Rights
Sherman Anti-Trust Act
North American Free Trade Agreement
Voting process (lobbying, political action committees, "political art"/cartoons, protest songs, plays, movies, novels, etc.)
Religious diversity
Influence of media on politics

World History
Modern Western world

Government forms (Democracy, aristocracy/oligarchy, absolutism, constitutionalism, totalitarianism, monarchy, republic)
Ideologies (Communism, socialism, liberalism, fascism, nationalism, imperialism)
Industrial revolutions (first and second)
Age of Enlightenment
Initiatives to create international security (Bourbon Family Compact, Concert of Europe, Holy Alliance, League of Nations, United Nations, SEATO, Non-Aligned States, etc.)
World War I
World War II
Cold War
Glorious Revolution of England
American Revolution
French Revolution
Colonial rule (England, France, Germany, Italy, Japan, Netherlands, Russia, Spain, Portugal, U.S.)
Post World War II developments
Napoleon's Continental System
East India Company
Artistic trends (Romanticism, Modernism, Expressionism)
Western political thought and Greek/Roman philosophy, Judaism, and Christianity

United States History (Post Reconstruction to Present)
United States Constitution / Amendments
Supreme Court cases
Welfare reform
Public health insurance
Environment
Natural disasters
Imperialism
Reconstruction
World War I
American involvement in World Wars
Cold War
Middle East / Persian Gulf (U.S. involvement)
Civil Rights Movement
Economics (laissez-faire capitalism, etc.)
Artistic expressions
Cultural artifacts (visual art, literature, music, theater, sports) and historical developments

Psychology
Psychological disorders and treatment
Psychologists
Behavioral stages of maturation
Methods of measuring knowledge (IQ, etc.)

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Drugs and mind and body

Sociology
Modern day sociology
Culture
Social groups / problems

Economics
U.S. economy
Gross Domestic Product
Federal Reserve System
Stock market
Finance
Foreign exchange
Poverty in America
Natural resources
Supply and demand
Market economy
Role of government in economics
Entrepreneurship

Advanced World Geography
U.S. / foreign relations
U.S. public opinion
U.S. as a superpower
Emerging powers / countries
Concepts of geography
Maps
Racism
Economic development
Cultural diversity and globalization
Major culture regions of the world

Local Resource Studies
Natural resources in Mississippi
Modern day Mississippi
Mississippi law
Geographic aspects
Mississippi history

Law Related Education
U.S. law
Federal and state law
Legal system in the U.S.
Federalist v. State's rights
Local, state, and federal law enforcement
Civil and criminal penalties
Correctional system
Supreme Court decisions

Minority Studies
Minority groups
The Great Migration
Jim Crow Laws, 19th Amendment, etc.
Significant people from minority groups (Martin
Luther King, Jr., Jim Thorpe, Harriet Tubman,
etc.
Holocaust
Trail of Tears
Slavery
Japanese World War II internment
Chinese Exclusion
Cultural traditions, holidays, foods, etc.

Humanities
Ancient and classical civilizations
Cultural aspects (folk dances, poetry, mythology,
etc.)
Architecture of selected civilizations
Political movements in ancient civilization
Political leaders in ancient civilization
Major art forms (frescoes, murals, sculptures,
opera, music, poetry, literature, etc.)

Local Culture
Maps
Major historical events in a certain culture
Scientific advancements
Environment
Famous people in a particular area
Local government

Personal Leadership
Characteristics and styles of leaders
Importance of citizenship
Public speaking skills
Positive role models

Survey of World Religions
Major world religions
Religion in the United States
Religion and society
Spread of religion
Religion and civil/human rights

Problems in American Democracy
Environmental crisis (desertification, acid rain,
ozone depletion, nuclear waste, etc.)
Overpopulation
Civil liberties and civil rights

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Poverty
Impact of science and technology

African American Studies
Racism in U.S. society
Slave trade
Plantation life
Government's role (13th, 14th, 15th amendments,
reconstruction, Plessy v. Fergusson, Dred Scott
case, Brown v. Board of Ed., Bakke Case, etc.)
African Americans and the World Wars
Great Migration
African American politicians
Trans-Atlantic slave trade
Black immigrants (Marcus Garvey, Pele', Claude
McKay, Arturo Schomberg
African Diaspora (Apartheid, Haitian Revolution,
establishment of Liberia, etc.)
European colonialism
Black Nationalist / Black Power
Civil Rights movement
Current African American issues
African American inventors
Poverty and African Americans
Musical expressions (gospel/spirituals, blues,
jazz, rock and roll, rhythm and blues, hip-hop)
Literary works of African Americans
Black Church tradition

History of the Ancient Middle East
(2000 BC – 100 A.D.)
Ancient Middle East
Archaeological finds in the Middle East
(Hammerabi's Code, the Bible, Dead Sea
Scrolls, etc.)

According to the American Library Association, **information literacy** requires students to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."

Standard One

The information literate student determines the nature and extent of the information needed.

Performance Indicators:

1. The information literate student defines and articulates the need for information.

   Outcomes Include:

   a. Confers with instructors and participates in class discussions, peer workgroups, and electronic discussions to identify a research topic, or other information need
   b. Develops a thesis statement and formulates questions based on the information need
   c. Explores general information sources to increase familiarity with the topic
   d. Defines or modifies the information need to achieve a manageable focus
   e. Identifies key concepts and terms that describe the information need
   f. Recognizes that existing information can be combined with original thought, experimentation, and/or analysis to produce new information

2. The information literate student identifies a variety of types and formats of potential sources for information.

   Outcomes Include:

   a. Knows how information is formally and informally produced, organized, and disseminated
   b. Recognizes that knowledge can be organized into disciplines that influence the way information is accessed
   c. Identifies the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book)
   d. Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical)
   e. Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline
   f. Realizes that information may need to be constructed with raw data from primary sources

3. The information literate student considers the costs and benefits of acquiring the needed information.

   Outcomes Include:

   a. Determines the availability of needed information and makes decisions on broadening the information seeking process beyond local resources (e.g., interlibrary loan; using resources at other locations; obtaining images, videos, text, or sound)
   b. Considers the feasibility of acquiring a new language or skill (e.g., foreign or discipline-based) in order to gather needed information and to understand its context
   c. Defines a realistic overall plan and timeline to acquire the needed information
4. The information literate student reevaluates the nature and extent of the information need.

   Outcomes Include:

   a. Reviews the initial information need to clarify, revise, or refine the question
   b. Describes criteria used to make information decisions and choices

Standard Two

The information literate student accesses needed information effectively and efficiently.

Performance Indicators:

1. The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.

   Outcomes Include:

   a. Identifies appropriate investigative methods (e.g., laboratory experiment, simulation, fieldwork)
   b. Investigates benefits and applicability of various investigative methods
   c. Investigates the scope, content, and organization of information retrieval systems
   d. Selects efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system
2. The information literate student constructs and implements effectively-designed search strategies.

   Outcomes Include:

   a. Develops a research plan appropriate to the investigative method
   b. Identifies keywords, synonyms and related terms for the information needed
   c. Selects controlled vocabulary specific to the discipline or information retrieval source

    d. Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books)

    e. Implements the search strategy in various information retrieval systems using different user interfaces and search engines, with different command languages, protocols, and search parameters

    f. Implements the search using investigative protocols appropriate to the discipline

3. The information literate student retrieves information online or in person using a variety of methods.

Outcomes Include:

    a. Uses various search systems to retrieve information in a variety of formats

    b. Uses various classification schemes and other systems (e.g., call number systems or indexes) to locate information resources within the library or to identify specific sites for physical exploration

    c. Uses specialized online or in person services available at the institution to retrieve information needed (e.g., interlibrary loan/document delivery, professional associations, institutional research offices, community resources, experts and practitioners)

    d. Uses surveys, letters, interviews, and other forms of inquiry to retrieve primary information

4. The information literate student refines the search strategy if necessary.

Outcomes Include:

    a. Assesses the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized

    b. Identifies gaps in the information retrieved and determines if the search strategy should be revised

    c. Repeats the search using the revised strategy as necessary

5. The information literate student extracts, records, and manages the information and its sources.

Outcomes Include:

    a. Selects among various technologies the most appropriate one for the task of extracting the needed information (e.g., copy/paste software functions, photocopier, scanner, audio/visual equipment, or exploratory instruments)

    b. Creates a system for organizing the information

c. Differentiates between the types of sources cited and understands the elements and correct syntax of a citation for a wide range of resources

d. Records all pertinent citation information for future reference

e. Uses various technologies to manage the information selected and organized

Standard Three

The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

Performance Indicators:

1. The information literate student summarizes the main ideas to be extracted from the information gathered.

   Outcomes Include:

   a. Reads the text and selects main ideas

   b. Restates textual concepts in his/her own words and selects data accurately

   c. Identifies verbatim material that can be then appropriately quoted

2. The information literate student articulates and applies initial criteria for evaluating both the information and its sources.

   Outcomes Include:

   a. Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias

   b. Analyzes the structure and logic of supporting arguments or methods

   c. Recognizes prejudice, deception, or manipulation

   d. Recognizes the cultural, physical, or other context within which the information was created and understands the impact of context on interpreting the information

3. The information literate student synthesizes main ideas to construct new concepts.

   Outcomes Include:

   a. Recognizes interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence

   b. Extends initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may require additional information

   c. Utilizes computer and other technologies (e.g. spreadsheets, databases, multimedia, and audio or visual equipment) for studying the interaction of ideas and other phenomena

4. The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.

   Outcomes Include:

   a. Determines whether information satisfies the research or other information need
   b. Uses consciously selected criteria to determine whether the information contradicts or verifies information used from other sources
   c. Draws conclusions based upon information gathered
   d. Tests theories with discipline-appropriate techniques (e.g., simulators, experiments)
   e. Determines probable accuracy by questioning the source of the data, the limitations of the information gathering tools or strategies, and the reasonableness of the conclusions
   f. Integrates new information with previous information or knowledge
   g. Selects information that provides evidence for the topic

5. The information literate student determines whether the new knowledge has an impact on the individual's value system and takes steps to reconcile differences.

   Outcomes Include:

   a. Investigates differing viewpoints encountered in the literature
   b. Determines whether to incorporate or reject viewpoints encountered

6. The information literate student validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.

   Outcomes Include:

   a. Participates in classroom and other discussions
   b. Participates in class-sponsored electronic communication forums designed to encourage discourse on the topic (e.g., email, bulletin boards, chat rooms)
   c. Seeks expert opinion through a variety of mechanisms (e.g., interviews, email, listservs)

7. The information literate student determines whether the initial query should be revised.

   Outcomes Include:

   a. Determines if original information need has been satisfied or if additional information is needed
   b. Reviews search strategy and incorporates additional concepts as necessary
   c. Reviews information retrieval sources used and expands to include others as needed

Standard Four

The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

Performance Indicators:

1. The information literate student applies new and prior information to the planning and creation of a particular product or performance.

   Outcomes Include:
   a. Organizes the content in a manner that supports the purposes and format of the product or performance (e.g. outlines, drafts, storyboards)
   b. Articulates knowledge and skills transferred from prior experiences to planning and creating the product or performance
   c. Integrates the new and prior information, including quotations and paraphrasings, in a manner that supports the purposes of the product or performance
   d. Manipulates digital text, images, and data, as needed, transferring them from their original locations and formats to a new context

2. The information literate student revises the development process for the product or performance.

   Outcomes Include:

   a. Maintains a journal or log of activities related to the information seeking, evaluating, and communicating process
   b. Reflects on past successes, failures, and alternative strategies

3. The information literate student communicates the product or performance effectively to others.

   Outcomes Include:

   a. Chooses a communication medium and format that best supports the purposes of the product or performance and the intended audience
   b. Uses a range of information technology applications in creating the product or performance
   c. Incorporates principles of design and communication
   d. Communicates clearly and with a style that supports the purposes of the intended audience

Standard Five

The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Performance Indicators:

1. The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology.

    Outcomes Include:

    a. Identifies and discusses issues related to privacy and security in both the print and electronic environments
    b. Identifies and discusses issues related to free vs. fee-based access to information
    c. Identifies and discusses issues related to censorship and freedom of speech
    d. Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material

2. The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.

    Outcomes Include:

    a. Participates in electronic discussions following accepted practices (e.g. "Netiquette")
    b. Uses approved passwords and other forms of ID for access to information resources
    c. Complies with institutional policies on access to information resources
    d. Preserves the integrity of information resources, equipment, systems and facilities
    e. Legally obtains, stores, and disseminates text, data, images, or sounds
    f. Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own
    g. Demonstrates an understanding of institutional policies related to human subjects research

3. The information literate student acknowledges the use of information sources in communicating the product or performance.

    Outcomes Include:

    a. Selects an appropriate documentation style and uses it consistently to cite sources
    b. Posts permission granted notices, as needed, for copyrighted material

References

1. American Library Association. Presidential Committee on Information Literacy. Final Report. (Chicago: American Library Association, 1989.)

2. "Information Literacy Competency Standards for Higher Education", American Library Association, September 1, 2006.
http://www.ala.org/acrl/standards/informationliteracycompetency (Accessed October 17, 2015) Document ID: efeb57df-7090-e1d4-558f-d59c7537f9c7

Collection Analysis

The Georgia B. Dawson collection analysis was completed on September 2015 by the Follett's online TitleWise Collection Analysis system by uploading MARC records. This analysis is available in the print version of this document.

Collaborative Unit Plan
Forest Lake Elementary Technology Magnet School

Content Area:

Grade Level: Length of Unit:

Standards to be addressed:

Pre-Assessment Methods to be used: (Highlight those that are appropriate)

Readiness	KWHL	Self-Evaluation	Inventories	Learning Profile
Fist to Five	MAP-math	Squaring off	Student interest	Multiple intelligence survey
Graphing	MAP-reading	Thumbs up/down	Interest inventory	Other: Concept/Question Board
Pre-test		Yes/No card		

Essential Question:

Focus Questions for Lessons:

Being There Experience:

Responsibilities of Classroom teacher:

Responsibilities of ITS:
    Establish United Streaming Playlist.
    Establish list of websites (see attached list)

United Streaming: (See Playlist)

Websites: (See attached list)

Responsibilities of LMS:

Media Resources (Listing of all print and non-print resources):

Resource Speakers: Field Studies (in and out of school)

Strategies used within the unit: (Put topics by strategies used.)

Acceleration	Independent	Learning contracts	Multiple intelligences	Student choice	Varied materials
Anchor activities	Jigsaw	Learning stations	Orbital studies	Taped material	Varied tasks
Compacting	Large group	Literature circles	Small group	Tiered lesson	Visual organizers
Webquests	Others:				

Technology Components

Project-based components:

Final assessments used: This is used at the end of the unit. It should measure standards-based content and skills in a format appropriate for the learning required. Again, please attach rubric if used. (Highlight assessment measures used)

Chapter tests	Exit cards	Portfolio review	Rotation	Talking topics	Wraparounds
Conversation circles	Performance tasks	Reflection gallery	Rubrics	Unit test	Other:

Integration into other subject areas:

Writing:

Evaluation of collaborative efforts:

How well were the academic standards met? All standards were met!

What impact did information literacy have on this unit or lesson?
Students used nonfiction books to extend knowledge regarding standards

How well did the library resource collection support the objectives of this unit?
Diversity of formats - books, multimedia, electronic, web-based? ___5___
Currency - were the resources up-to-date? ___5___
Sufficient resources? ___3___
Reading/viewing/listening levels met student needs? ___5___
Scale: 5=Excellent   4=above average   3=average   2=below average   1=poor

What activities were included in this unit? Please note suggestions for improvement:
Multimedia, technology, hands-on experiments, use of science text

Teacher/Librarian Collaboration Form

Date:
Librarian: Strauss
Teacher:
Grade:
Topic:

Topic expansion:

The Librarian will:

The Teacher will:

Pre-Search	Research	Organize & Analyze	Create, Expand, Present or Post	Reflect & Evaluate	Cite	Book Talk
*Choose a topic for research *Create a keyword list *Establish a focus *Read for a focus/exploratory *Identify a problem *Brainstorm	*Ask further questions *Explore information *Gather information *Read for information *Take notes	*Locate sources (library/databases/websites) *Read for analysis *Compare/Contrast *Analyze information *Organize information	*Write/Record *Product creation *Submit/Post/Present/Share *Revise/Edit	*Evaluate sources/websites *Critique work *Reflect on project/process	*Citing Source *Create a works cited *Bibliography	*Pull books per assignment *Book Talk on selected items

Please select:
___ Pre-Search
___ Research
___ Organize & Analyze
___ Create/Expand/Present/Post
___ Reflect & Evaluate
___ Cite
___ Book Talk

Standard:

Purpose:

Objectives:

Activity:

Assessment:

Scheduling:	Equipment:	Resources:	End Product:
Time Frame: ___ ___	___ Computers	___ Books	___ Photostory
	___ Headphones	___ Reference	___ Book Project
	___ Projector	___ Fiction	___ Book Review
	___ Eno Board/Mimio Board	___ Non Fiction	___ Book Talk/Selection
(Hester Only)	___ Speakers	___ Pull Books to cart	___ Book Trailer
What class period(s)?	___ Other_____	___ Databases/Subscriptions	___ PowerPoint
1 2 3 4 5a 5b 6 7		___ Worldbook Online	___ Word Processing
8		___ Ebsco Suite	___ Research Paper
Location: ___		___ Brain Pop	___ Speech
		___ Destiny	___ Wiki/Webpage
		___ AR	___ Gaggle (email, posting, blogging, message boards)
		___ Gaggle	___ Voki
		___ Web Resources	___ Pixies
		___ Reference	___ Scavenger Hunt
		___ Other_____	___ Book Talk
			___ Screencast
			___ Other_____

Librarian Reflection and Follow up:

Reflection:

Specific Vendor Information (for each vendor used)

Bound To Stay Bound Books, Inc.
Quality you can trust since 1920.

]1. Bound to Stay Bound (BTSB)
Bound to Stay Bound Books
1880 W. Morton Avenue
Jacksonville, IL 62650
800-637-6586
Fax: 800-747-2872
Email: btsb@btsb.com
Barcode Range Assigned

2. Rainbow Book Company (RBC)
Debbie Thurmon Rainbow Books
601-831-5500
1-800-255-0965
Barcode Range Assigned 24001-25000 Last Used 24812

3. Follett Library Resources
Tel: 888.511.5114
Fax: 800.852.5458
E-mail Orders To: [FSSOrders@Follett.com%20]FSSOrders@Follett.com
Follett School Solutions
1340 Ridgeview Dr
McHenry, IL 60050
www.follett.com
C#2300236
Barcode Range Assigned - 22943 – 24000

4. Gumdrop Books - No Barcode Range
David Johnson
Gumdrop Books
662-266-3768
David1193@gumdropbooks.com
802 N 41st Street
PO Box 505
Bethany, MO 64424

5. Capstone – No Barcode range
Susan Trnka
Processing Specialist
www.capstonepub.com
800.747.4992
888.262.0705

6. MackenVIA – No Barcode range
Kathy Coffey | Customer Service
PH 800.245.9540 | FAX 800.369.5490
3505 County Rd 42 W, Burnsville, MN 55306
VIA URL:http://www.mackinvia.com
USER ID: dawsones
PASSWORD: dawsones

7. PermaBound – No barcode range
Heather Cook
877-743-5504 (ph)
800-551-1169 (fax)
heatherc@perma-bound.com
www.perma-bound.com

8. Schlessinger Media/A Division of Library Video Company – No barcode Range
Karen Emmons
karene@schlessingermedia.com
(800) 843-3620 Ext. 4122
PO Box 680
Conshohocken, PA 19428

PART D: TECHNOLOGY

Acceptable Use Policy (AUP)

The school librarian educates the learning community about the acceptable use policy adopted by the school district which outlines the terms and conditions of Internet use, rules of online behavior, and access privileges. The school librarian will adhere, and lead the learning community in adherence, to the AUP set by the school district.

The Jackson Public School District posts the AUP on the district's publications page as "PARENT FORM C JACKSON PUBLIC SCHOOL DISTRICT STUDENT ACCEPTABLE USE AND INTERNET SAFETY CONTRACT (BOARD POLICY JIAA)" and is included in the annual student handbook. Parents must sign and return to Dawson Elementary and kept on file. Students are also made aware of this policy during the annual library orientation lesson. A copy of this form may be found at
http://www.jackson.k12.ms.us/students/publications/student_handbook_internet_safety.pdf

(Mississippi School Library Media Guide 2014)

PRINTING AND DUPLICATING SERVICES/COPYRIGHT LAW
(Reproduction and Use of Copyrighted Materials)

Section I: STATEMENT OF POLICY

The district and its employees shall comply with the applicable provisions of the Copyright Act of 1976 17 U.S.C. §§ 101 *et seq.* (the "Copyright Act"). Except as specifically provided in this board regulation, copyrighted materials, whether printed or nonprinted, may not be duplicated without first receiving written permission from the copyright holder. Employees who violate this board regulation may be subject to sanctions imposed by the Copyright Act as well as discipline imposed by the district. The principal of each school is responsible for enforcing this board regulation at the school level.

Section II: RESTRICTIONS CONCERNING REPRODUCTION AND USE OF COPYRIGHTED MATERIAL

A. *Off-air (television) videotaping.* The primary purpose of the following restrictions on off-air videotaping is to limit use of off-air videotapes to situations involving either (1) face-to-face instruction or (2) staff review of instructionally related materials for possible acquisition through purchase, lease, rental, or free-loan agreements by the district. As further detailed below, teachers may replay television programs only for a specified period of time.

Broadcast programs are television programs transmitted by television stations for reception by the general public without charge.

Broadcast programs may be videotaped for use in the classroom, subject to the following restrictions:

1.   Any teacher desiring that a broadcast program be videotaped by the district for classroom use shall submit a written request to the school librarian. The librarian shall not videotape a broadcast program without a written request, and may not regularly videotape broadcast programs in anticipation of receiving requests. A teacher may videotape a broadcast program at home for classroom use as long as he/she complies with this board regulation regarding its use.

2.   Off-air video recordings of broadcast programs may be used once by an individual teacher in the course of regular instruction, and may be repeated once when instructional reinforcement is

3. necessary, all within the first ten (10) school days after recording. Thereafter, the recording may be retained only for the purpose of determining whether to request permission from the copyright holder to retain the recording on a long-term or permanent basis.

4. Unless otherwise authorized by the superintendent or designee, each off-air video recording of a broadcast program shall be erased no later than forty-five (45) calendar days after the videotaping of the program. The superintendent may authorize the retention of an off-air video recording beyond the forty-five (45) day period only if the superintendent receives written permission from the copyright owner of the particular program.

5. A broadcast program may be recorded only once by or at the request of an individual teacher, regardless of the number of times the program is actually broadcast.

6. Programs broadcast on premium pay channels such as Showtime, HBO, the Disney Channel, and so on shall not be recorded for classroom instruction.

7. The use of off-air recordings made from satellite dish must conform to the forty-five (45) day retention period established for broadcast and cable programming.

8. A videotaped program shall not be exchanged with or given to other schools in the district or other school districts without the approval by the superintendent or designee.

9. The videotaped program shall not be used for public or commercial viewing.

10. The videotaped program shall be used only for the specific curriculum application for which the request was intended, and for no other purpose.

11. A limited number of copies may be produced from each off-air recording to meet the legitimate needs of teachers. Each additional copy shall be subject to the provisions and time lines governing the original recording.

12.   All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.

13.   Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.

B. *Rental, purchase, and use of films and videotapes.* The following restrictions apply to the rental and purchase of commercially produced films and videotapes:

    1.   The use of commercially produced films and videotaped must be related to systematic course of instruction and not solely for entertainment or recreation, and must take place in a classroom or similar place devoted to instruction.

    2.   The purchase or rental of feature-length or educational films and videotapes shall be coordinated by the superintendent or designee.

    3.   Only legitimate versions of commercially produced films and videotapes shall be used. Films and videotapes may not be copied without the permission from the copyright holder.

C. *Use and reproduction of computer software.* The district and its employees shall comply with the following restrictions with respect to the use and reproduction of microcomputer programs:

    1.   If the district is the owner of a copy of a computer program, district employees may make or authorize the making of another copy or adaptation of that computer program provided that:

        a. The new copy or adaptation is created as an essential step in the utilization of the computer program and that it is used in no other manner or for no other purpose; or

        b. The new copy and adaptation is for archival or "backup" purposes only and all archival copies

are destroyed in the event that continued possession or use of the entire program ceases to be authorized.

2. When copyrighted software is used on a disk-sharing system, efforts shall be made to secure this software from copying.

3. Copies of the copyrighted programs that are not authorized by this board regulation or by the copyright holder may not be made or used on district computer equipment.

D. *Reproduction of printed materials.* No employee of the district may duplicate, in any manner, any printed copyrighted material unless such duplication and its use falls within the following board provisions; and the copying meets the tests of brevity, spontaneity, and cumulative effect.

BOOKS AND PERIODICALS

Subject to the following, portions or excerpts from books and periodicals may be reproduced only by or at the request of an individual teacher for use in classroom instruction. Each teacher shall be responsible for ensuring that his/her use and reproduction of copyrighted books and periodicals complies with this board regulation.

A teacher may make or request a single copy of any of the following for use in teaching or preparing to teach.

- A chapter from a book.
- An article from a periodical or newspaper.
- A short story, short essay, or shore poem, whether or not from a collective work.
- A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper

A teacher may make or request multiple copies (not to exceed more than one copy per pupil in a class or course) of any of the following:

- Poems or excerpts of poems of less than 250 words.

- Complete articles, stories, or essays of less than 2,500 words.
- Prose excerpts of 1,000 words or less or 10% of the work, whichever is less.
- One chart, graph, drawing, etc., per book pr periodical issue.
- Excerpts from a children's book containing up to 10% of the words in the text of the book.

A teacher may not make or request multiple copies of the following:

- A work that already has been copied for another course or class in the school.
- More than one work or two excerpts from any one author in any single class term.
- More than three works or excerpts from any one anthology or periodical volume in any single class term.

A teacher shall not perform or request multiple copying more than nine times in any single class term.

A teacher may not make copies of:

- Works intended to take place of anthologies.
- "Consumable" works such as workbooks and test booklets.
- The same work from term to term.

In each instance where multiple copies are permitted by this board regulation, each copy must include a notice of copyright.

PRINTED MUSIC

As with the board regulation provisions for books and periodicals, the duplication of copyrighted musical works to replace collective works or "consumable" material is not permitted. In addition, music may not be copied for the purpose of performance or to substitute for the purchase of music. Printed music may be copied only in the following limited circumstances:

1. Emergency copying to replace purchased copies that are needed for a performance.

2. Copying excerpts of works for nonperformance purposes, if the excerpts do not constitute performable units (e.g., a movement), the excerpts are not used for performance, and each excerpt is less than 10% of the work.

3. Copying of complete works if out of print or unavailable, and if used only for teaching purposes and not for performance.

4. Recordings of performances of copyrighted print music may be retained only as provided below:

   - Performances by the students for evaluation or rehearsal purposes.
   - Recordings made for the purpose of constructing aural exercises or examination.

REPRODUCTION OF WORK BY LIBRARIES

A school library may copy an article from a periodical or an excerpt from a sound recording of other work that is has purchased, at the request o a student, library user, another library, or the user of another library, subject to the following limitations.

- In any calendar year, no more than five articles may be copied out of any periodical published within the last five years.
- In any calendar year, no more than five excerpts may be reproduced from a particular sound recording or from a particular work.
- Any copies made shall become the property of the library or person requesting the copy.
- The school library may not make any copy pursuant to the above if it has knowledge that the copy will be used for anything other than private study, scholarship, or research.
- Libraries shall keep detailed records of all requests.
- The order form requesting the copy shall contain the copyright warning prescribed by the Register of Copyright.

A school library may make copies of unpublished works for preservation, published works to replace damaged copies, and out-of-print works that cannot be obtained at a fair price.

E. *Educational performances and displays.* Teachers and students may display and perform any copyrighted work, including but not limited to literary works, plays, and musical works, subject to the following limitations.

    1.   The performance must be part of a regular instructional activity and may not be given primarily for the entertainment or recreation of any part of the audience.

    2.   The performance may not be broadcast or televised outside of the school.

Notwithstanding the limitations described above, teachers and students may perform nondramatic literary works (e.g., performances in band or choral concerts, poetry readings, but not plays or musical theater presentations) outside of regular instruction and may charge admission to such performances, provided that:

    1.   The proceeds, after deduction for costs, are used for educational or charitable purposes.

    2.   Performers, promoters, and organizers are not paid (other than salaries paid to teachers and school employees).

Section III: DISPLAY AND ORDER WARNING NOTICE

WARNING CONCERNING COPYRIGHT RESTRICTIONS

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material.

Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a

request for or later uses a photocopy or reproduction for purposes in excess of "fair use," that user may be held liable for copyright infringement.

This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of that order would involve violation of copyright law.

SOURCE: Jackson Public School District, Jackson, Mississippi
DATE: October 18, 1993
REVIEWED: May 10, 2006
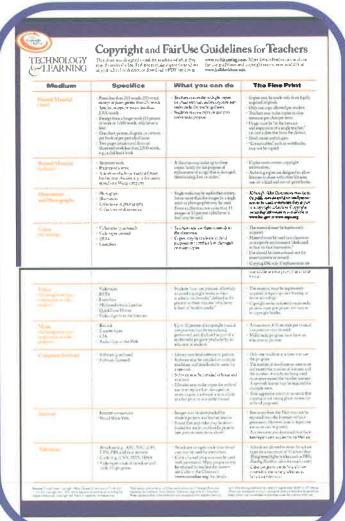
Copyright and Fair Use Guidelines for Teachers
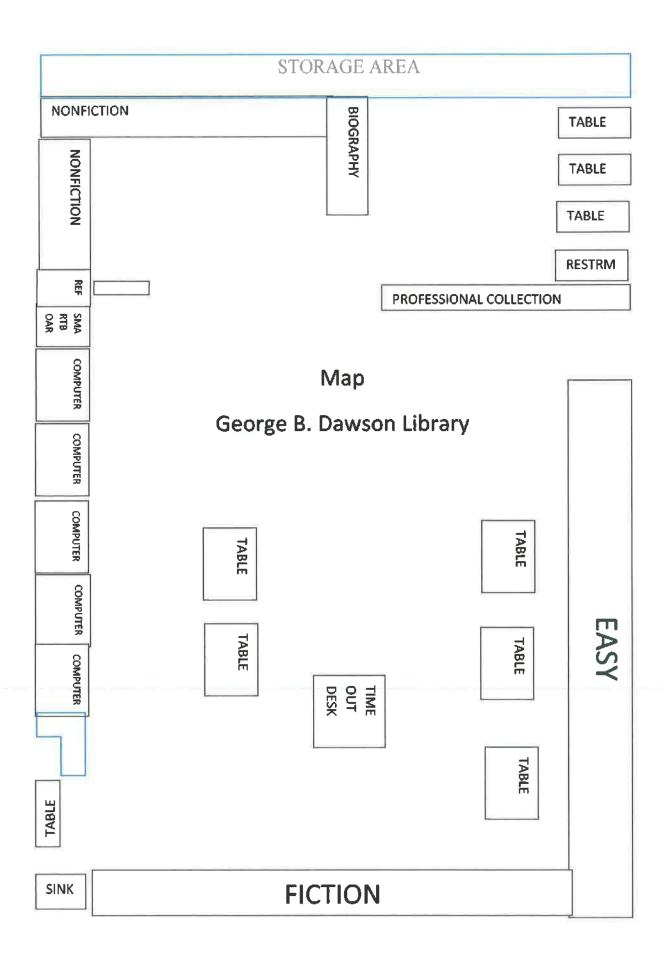
This document is shared with teachers and placed in the staff handbook.

PART E: FACILITIES

STORAGE AREA

NONFICTION

NONFICTION

BIOGRAPHY

TABLE

TABLE

TABLE

RESTRM

REF

SMA
RTB
OAR

PROFESSIONAL COLLECTION

COMPUTER

COMPUTER

Map

George B. Dawson Library

COMPUTER

COMPUTER

TABLE

TABLE

COMPUTER

COMPUTER

TABLE

EASY

TIME
OUT
DESK

TABLE

TABLE

SINK

TABLE

FICTION

Disaster Preparedness

In 2012, the JPS School Board created an agreement with the Mississippi Department of Safety and the Department of Homeland Security.

Consult our district's website for further information:

1. Jackson Public Schools Emergency Management -
   http://www.jackson.k12.ms.us/content.aspx?url=/page/emergency
2. Preparing for Emergencies –
   http://www.jackson.k12.ms.us/content.aspx?url=/page/emergencyprep

See the Parent and Student Handbook (2015-2016) pages 30-31 for further information.

APPENDICES

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and

librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. *It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.*

   Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. *Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.*

   Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

3. *It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.*

   No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

4. *There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.*

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

5. *It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.*

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

6. *It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.*

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

7. *It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.*

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers.

Adopted June 25, 1953, by the ALA Council and the AAP Freedom to Read Committee; amended January 28, 1972; January 16, 1991; July 12, 2000; June 30, 2004.

Reference

"The Freedom to Read Statement", American Library Association, June 25, 1953.
    http://www.ala.org/advocacy/intfreedom/statementspols/freedomreadstatement (Accessed
    October 25, 2015)

The FREEDOM TO VIEW, along with the freedom to speak, to hear, and to read, is protected by the First Amendment to the Constitution of the United States. In a free society, there is no place for censorship of any medium of expression. Therefore these principles are affirmed:

1. To provide the broadest access to film, video, and other audiovisual materials because they are a means for the communication of ideas. Liberty of circulation is essential to insure the constitutional guarantees of freedom of expression.

2. To protect the confidentiality of all individuals and institutions using film, video, and other audiovisual materials.

3. To provide film, video, and other audiovisual materials which represent a diversity of views and expression. Selection of a work does not constitute or imply agreement with or approval of the content.

4. To provide a diversity of viewpoints without the constraint of labeling or prejudging film, video, or other audiovisual materials on the basis of the moral, religious, or political beliefs of the producer or filmmaker or on the basis of controversial content.

5. To contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.

This statement was originally drafted by the Freedom to View Committee of the American Film and Video Association (formerly the Educational Film Library Association) and was adopted by the AFVA Board of Directors in February 1979. This statement was updated and approved by the AFVA Board of Directors in 1989.

"Freedom to View Statement." Americn Library Association.
        http://www.ala.org/vrt/professionalresources/vrtresources/freedomtoview
        (Accessed on October 25, 2015).

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

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

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

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

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

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

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

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; inclusion of "age" reaffirmed January 23, 1996.

A history of the Library Bill of Rights is found in the latest edition of the Intellectual Freedom Manual.

Although the Articles of the Library Bill of Rights are unambiguous statements of basic principles that should govern the service of all libraries, questions do arise concerning application of these principles to specific library practices. See the documents designated by the Intellectual Freedom Committee as Interpretations of the Library Bill of Rights.

Reference
"Library Bill of Rights", American Library Association, June 30, 2006.
http://www.ala.org/advocacy/intfreedom/librarybill (Accessed October 17, 2015)
Document ID: 669fd6a3-8939-3e54-7577-996a0a3f8952

REPAIRS TO EQUIPMENT

JACKSON PUBLIC SCHOOLS PURCHASING DEPARTMENT

N⁰ 05958

SCHOOL _____ CODE _____

DEPARTMENT _____

SOURCE OF FUNDS _____

PRINCIPAL'S SIGNATURE _____

DATE _____

FUND	SPECIFIC FUND	INST ORG	FUNCTION	OBJECT	BUDGET TYPE	OPER UNIT	TRAN CODE	FIN SIG

NAME OF EQUIPMENT	MAKE	MODEL	SERIAL NO	JPS NO. (Inventory)	ROOM NUMBER	REMARKS

JACKSON PUBLIC SCHOOLS
REQUISITION WORKSHEET

TEACHER	DATE

VENDOR	ADDRESS

FUND	GLC	FUNCTION	PCM	OBJ	UNIT
	900		000		

	QTY	UNIT	ITEM DESCRIPTION	PRICE	AMOUNT
TOTAL					

Appendix F: Equipment Inventory

List is posted near the library door, yearly.

Appendix G: Dawson Elementary School Report Card

The annual State Accountability Information is included in the print version of this document.

Appendix H – Sample Budget*

Budget Code	Item	Description	Amount Requested
610	Books and Audios	Fiction – new titles, replacement titles Non-fiction – replacement titles, new titles, reference titles E-books, playaways, etc. DVDs and other audiovisual materials	
612	Periodicals	Newspapers Magazines including professional subscriptions	
643	Equipment	Digital cameras DVD players Jam boxes Presentation projectors	
645	Technology	Hardware Software On-line subscriptions, i.e. databases, United Streaming, digital collections	
654	Supplies	Barcodes, security strips, spine labels Book tape and other book repair items Book marks Markers, construction paper, etc. Display materials Laminating film Photocopying paper Projector bulbs Toner cartridges	
660	Special Funds	Common Core resources New units of study Events and promotions	
670	Membership dues	MLA – Mississippi Library Association ALA – American Library Association AASL – American Association of School Librarians	

*A separate sheet including a brief, written rationale for each line item that ties to building goals should be included with the budget request.

References

"Copyright for educators". PBS SOCAL. Retrieved on October 29, 2015
      HTTP://WWW.pbsSoCaL.org

JPS Policy Manual

JPS Library Media Center Procedure Manual

Mississippi School Library Guide

Rankin County School District Library Media Program Guidelines

Johnson, E. (2015)"Reporting a challenge." Office of Intellectual Freedom for the American
      Library Association. Retrieved on October 31, 2015
      http://www.ala.org/bbooks/challengedmaterials/reporting

Simmons, E. (2015). "Library Media Center." Puckett Attendance Center.