

Watkins Elementary School Library

Policies and Procedures Manual
Rosalyn Pendleton, Library Media Specialist

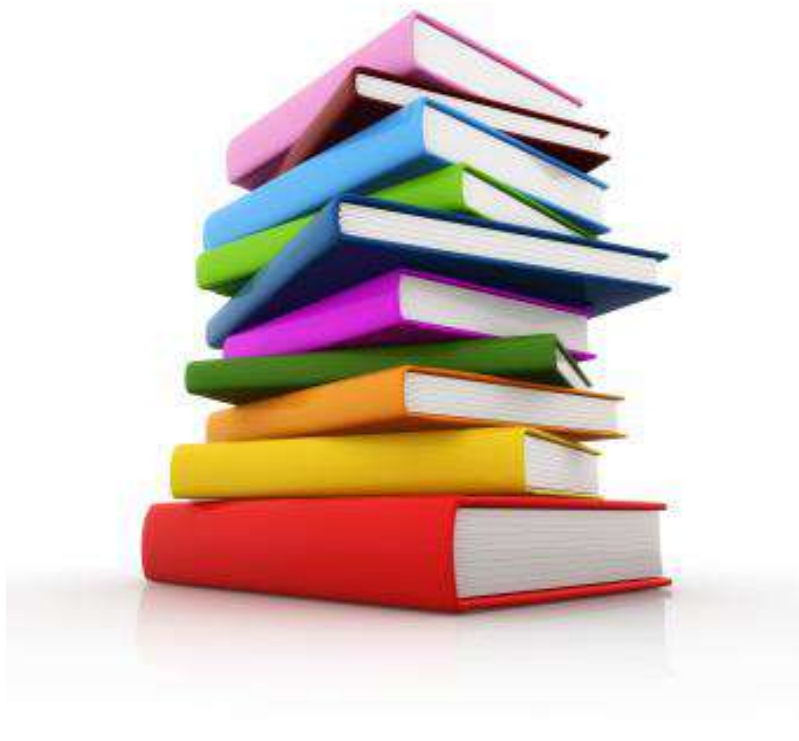


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¹ **Resources:** Student Handbook, Mississippi Library Media Program Guidelines Jackson Public Schools
Library Media Guidelines and Handbook

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Mission Statements

Department of Education Mission Statement

The mission of Mississippi's school library program is to assist in providing a quality education for every child by:

- Encouraging lifelong information, literacy, and learning through reading and inquiry,
- Providing an inviting, dynamic environment in which students and staff become learners capable of accessing, evaluation, applying and sharing information independently.
- Providing real and virtual access to appropriate, high-quality resources (print/non-print and digital formats) and services that support and enhances teaching, literacy, and learning during and outside the school day.
- Participating in curriculum development and design of learning activities.
- Facilitating professional development for the learning community.

JPSD 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.

Watkins Elementary School Mission Statement

The mission of the Watkins Elementary School Library Media Center is to provide students with the opportunity to become not only lifelong users of information, but also creators of information. The library will support the curriculum by collaborating with teachers, developing a collection that is representative of the community and its needs, and implementing literacy instruction for students where they will develop the skills they need to communicate information and ideas.

Vision Statements

Mississippi Department of Education Library Media Vision Statement

Create collaborative relationships between schools librarians and classroom teachers which transforms the school library program into a support system that strengthens the curriculum by bridging the information literacy gap.

JPSD Library Vision Statement

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

Watkins Elementary Library Media Center Vision Statement

The Watkins Elementary School Library Media Center seeks to create a 21st century environment that promotes learning for all students by providing equitable access to information, teaching information literacy skills, developing skills in understanding, using, and producing media in various formats, and encouraging lifelong learning. The library media center strives to be a center of collaborative learning that produces creative students who have an appreciation of literature, critical thinking skills, and a respect for others and self.

Statement of Philosophy

- The school library media center is a resource that supplements and compliments the educational program of the school through the interaction of professional personnel and other members of the learning community.
- The library media center provides a wide range of materials on all levels of difficulty addressing different points of view.
- The library media center should provide an atmosphere in which all students can attain necessary skills and information.
- The library media center should foster an environment of lifelong learning.
- The library media center should offer assistance to students to enable them to achieve their highest potential.
- The library media center supports the core curriculum through the interaction of personnel, providing a variety of resources, and offering education on the use of the library media center.
- The overall purpose of the library media center is to ensure that all library patrons are effective users of information and ideas.

Goals and Objectives

Goal No. 1: Promote Library Offerings and Increase Circulation

OBJECTIVE: The librarian will promote library offerings to students and staff throughout the year.

EVALUATION: Evaluation will be based on circulation numbers and teacher/student feedback, as well as observation.

Goal No. 2: Co-Teach

OBJECTIVE: Co-teach/plan lessons with every grade/teacher throughout the year

EVALUATION: An online form is available for to fill out when they have a co-teaching idea. The librarian will also look for opportunities and suggest ideas to teachers.

Goal No. 3: Communicate

OBJECTIVE: Monthly communication to teacher/parents/students/administrators about library resources

EVALUATION: A paper newsletter communication about library activities will be disseminated monthly. In the event a month is skipped, there may be a double issue. This communication will also be posted online.

Goal No. 4: Increase the Copyright Age

OBJECTIVE: Update the average copyright age of the non-fiction collection to 10 years

EVALUATION: The copyright age of collection will average no more than 10 years.

Goal No. 5: Advocate

OBJECTIVE: Implement the public relations plan of the advocacy committee.

EVALUATION: Individual programs and participation will be assessed informally and formally by the librarian and the advocacy committee as a whole.

Budget

Overview:

Monetary Breakdown:

Budget Breakdown Per Category

Category Name	Category No.	Per Student	Total Amount
Books and Periodicals	652	10	\$4,000
Repairs	430		\$5,000
Supplies	610		\$2,000
Equipment	731		\$3,000
Accelerate Reader			\$3,600
		Total	\$17,600

Yearly Expenses: The Jackson Public School District pays for the library media center's subscription to World Book Online, Insignia Cataloging System, and Accelerated Reader. These amounts are subject to change on a yearly bases depending on need and finances.

Key Expenses:

(1)

(2) Justification:

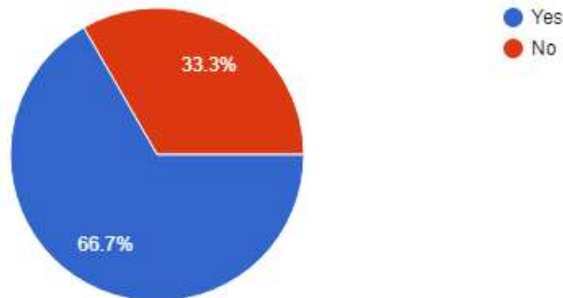
(3) Justification:

Needs Assessment

2018-2019 Watkins Elementary Teacher Needs Assessment Results

Is your subject area and/or required assignments well represented in both print and electronic resources?

12 responses



If your answer to the previous question was no, please suggest resources that would be useful for your classes. 3 responses

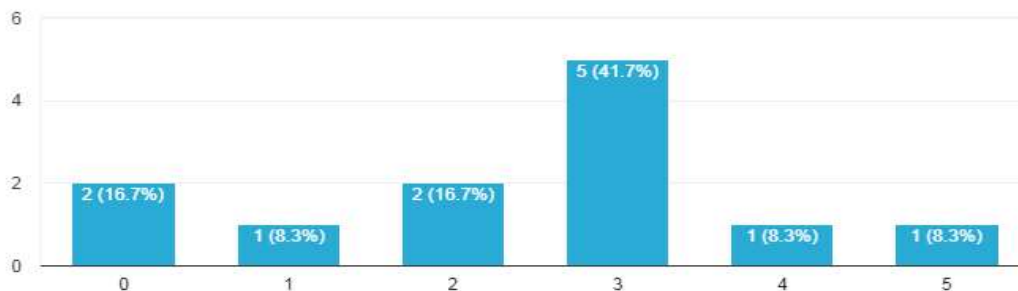
We need more kindergarten books on our theme units read at the same time and online to review.

Music magazines, books on famous musicians

More computers, smartboard, projector, any helpful electronic device

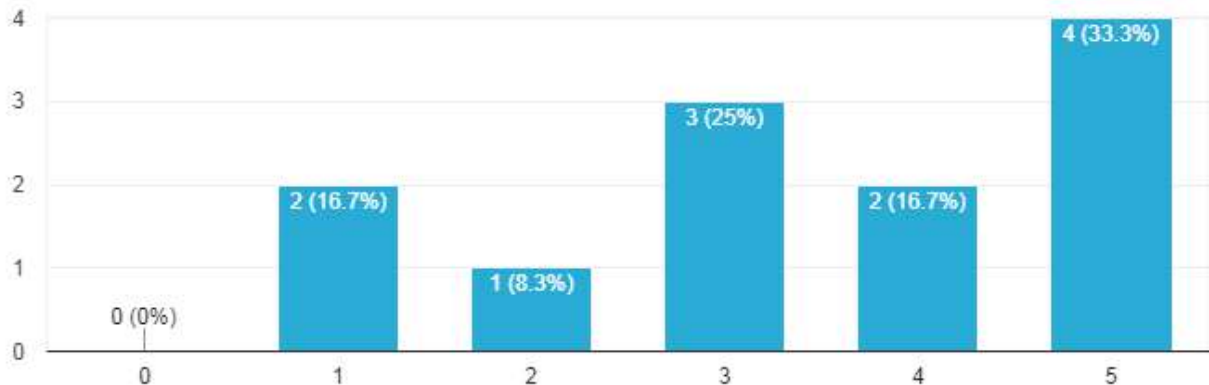
How comfortable do you feel using MAGNOLIA Database or other library databases?

12 responses



The library considers your needs when purchasing materials.

12 responses



Overall, what do you think of the library? What would you change? 12 responses

More computers

more Kindergarten friendly books and activities.

The library has many great resources. It is student centered. I would add more books referencing the lives of great musicians.

It's functional. The arrangement

I believe we have a good library.

It needs to be more spacious.

More resources for teachers to check out

The library is great and resourceful; however, I would change the allotted space.

I would like to have more science resources.

I believe that the Librarian provides detail and thorough lessons for the students. However, there is certainly a need for structure rebuilding.

The overall of the library is awesome!

List any book, database, video, or other resource recommendations that you would like for the library to purchase. 7 responses

more nonfiction books

Clifford books More lower lever african american books Freedom Quilt Ocean books More jungle animal theme books animal theme books both fiction and nonfiction on Kindergarten level. Math fiction books for Kindergarten skills Social studies books for Kindergarten

More computers

Ipads for all scholars would be beneficial.

ASHA magazines

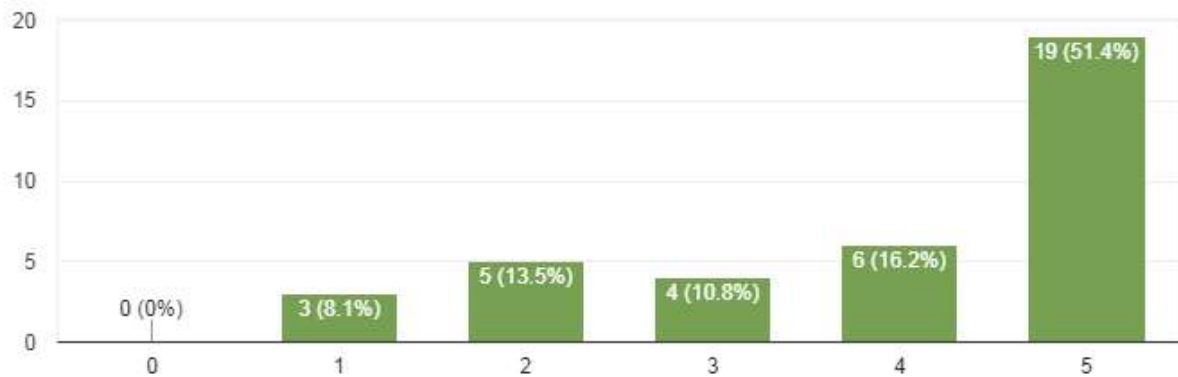
I would like more science videos.

I think all computers in the library should be able to print to the copier.

2018-2019 Watkins Elementary Student Needs Assessment Results

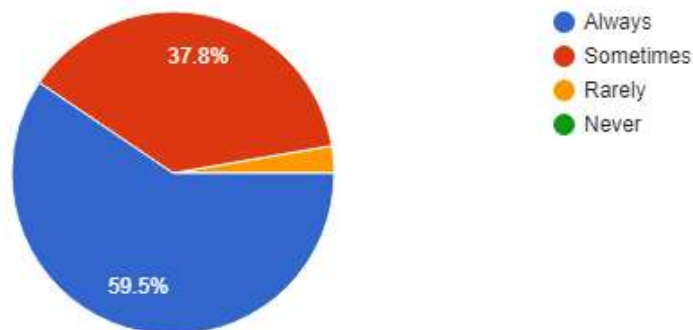
You have enough opportunities to visit the library.

37 responses



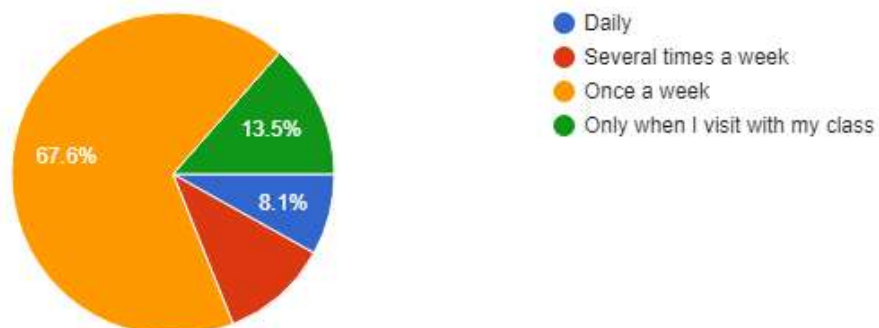
Do you feel the lessons in the library are helpful/informative?

37 responses



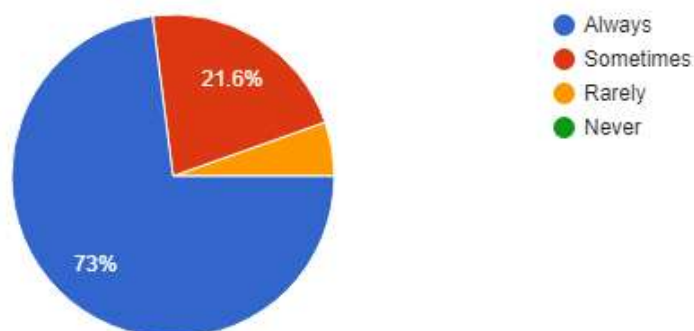
How often do you visit the library?

37 responses



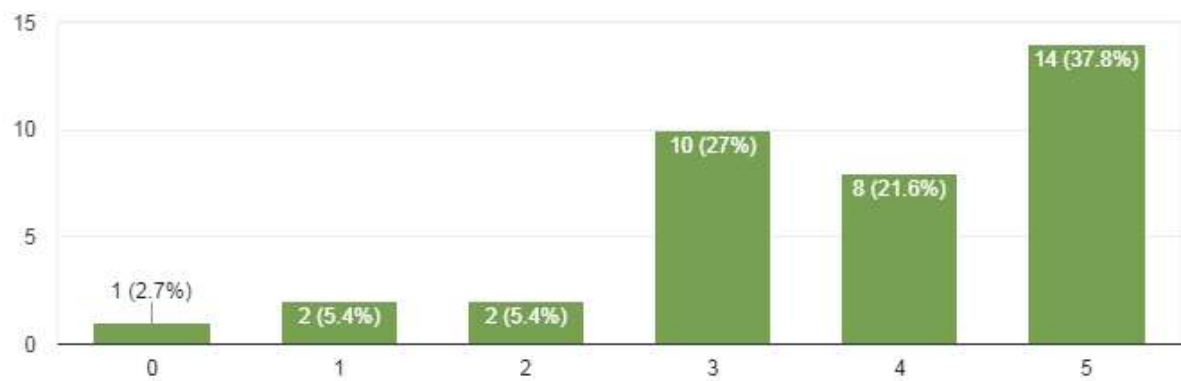
The librarian is kind and/or helpful.

37 responses



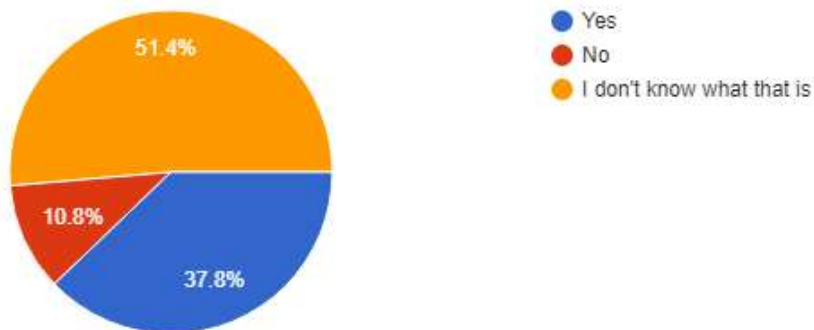
When you visit the library, you can usually find what you are looking for quickly.

37 responses



Do you use the online library catalog?

37 responses



List any resource or author that you would like to see the library buy?²⁷
responses

Patriots book
nick bruel
games book
i dont know what author but i would like books dat tell peoples life. Like singers or something
pencils,candy,erasers
pencils candy erasers
Sports magazines
cOMMUNITY HELPERS
COMPUTERS AND SMART BOARDS
books
I don't know any author's but I would like books about famous people like singers and stuff

How could the library be improved?²⁵ responses

more books
They need to let us pick more than one book a week.
put the ar side away from the book side
They need to let you pick more than one book a week , so u can read alot.
yes
by having more computers and more books
being bigger
being bigger and better
by reading book
because she is nice and kind
better magazines
MORE COMPUTERS

Operational Procedures

Hours of Operation

The library is open from 7:00 am until 3:30 pm Monday – Friday.

Scheduling Policy for Classes

Each class is scheduled for 50 minutes of instruction time once a week. Classes may return with their teacher for another 15 period to check out books on Tuesday's and Thursday's. Students are welcome to come to the library before school or any time classes are not being held to check out or renew a book when the librarian is not providing instruction to regularly scheduled classes.

Home schooled students may be allowed full access to Jackson Public Schools libraries within their district as part of the home school instructional program. The home school students may use the school libraries during school days and hours only.



WATKINS ELEMENTARY SCHOOL TEACHING SCHEDULE 2018-2019										
Ms. Pendleton Library Room 11										
Time	Monday		Tuesday		Wednesday		Thursday		Friday	
	LIBRARY	Mins	LIBRARY	Mins	LIBRARY	Mins	LIBRARY	Mins	LIBRARY	Mins
7:30 – 7:45	Reshelf Books	15	Reshelf Books	15	Morning Duties	15	Morning Duties	15	Morning Duties	15
7:45 – 8:00	Physical Activity	15	Physical Activity	15	Physical Activity	15	Physical Activity	15	Physical Activities	15
8:00 – 9:00	Helping Hands Interventions	60	Helping Hands Interventions	60	Helping Hands Interventions	60	Helping Hands Interventions	60	Helping Hands Interventions	60
9:00 – 9:50	DeVaul (4 th Grade)	50	Bill (5 th Grade)	50	Carr (4 th Grade)	50	Planning	50	Willisias (5 th Grade)	50
10:00 – 10:50	Accelerated Reader Planning/Prep.	50	Accelerated Reader Planning/Prep.	50	Accelerated Reader Planning/Prep.	50	Accelerated Reader Planning/Prep.	50	Planning Teacher Preparation	50
11:00 – 11:50	Evans/Brandon (1 st Grade)	50	School Test Coordinator Prep.	50	Knapp/Taylor (1 st Grade)	50	School Test Coordinator Prep.	50	Knapp/Garrett (2 nd Grade)	50
11:50 – 12:00	Lunch	20	Lunch	20	Lunch	20	Lunch	20	Lunch	20
12:15 – 1:45	Pellard (3 rd Grade)	50	School Test Coordinator Prep. Continued or Weeding/Re-shelving	50	Petty/Bell (2 nd Grade)	50	School Test Coordinator Prep. Continued or Weeding/Re-shelving	50	Chidipe (3 rd Grade)	50
1:15 – 2:00	Currington (Kindergarten)	50		50	Coston/Davis (Pre-K)	50			Woodard/Griffie (Kindergarten)	50
2:05 – 2:30	Announcements Duty/Dismissal		Announcements Duty/Dismissal		Announcements Duty/Dismissal		Announcements Duty/Dismissal		Announcements Duty/Dismissal	
2:30 – 2:45	Planning		Planning		Planning		Planning		Planning	
2:45 – 3:30	Instructional Mins – 290 Planning Mins – 50		Instructional Mins – 290 Planning Mins – 50		Instructional Mins – 290 Planning Mins – 50		Instructional Mins – 290 Planning Mins – 50		Instructional Mins – 290 Planning Mins – 50	
	Total: 340		Total: 340		Total: 340		Total: 340		Total: 340	

Callaway Feeder Pattern Area 4

Technology Cart Scheduling Policy

The Connect Team has a Chrome book cart with 18 chrome books. They may only be used by the Connect Team. The chrome book cart is housed in the library.

Circulation Policy

FACULTY POLICY: Faculty members are able to check out books and materials as they need to. There is no limit to the number of items that may be checked out. Materials may be kept as long as needed but must be returned prior a designated cutoff date in May of each school year.

STUDENT POLICY: Students in kindergarten through fifth grade are able to check out one book, They are allowed to keep them for one week. Students may renew a book once if they are not finished with it.

FINE POLICY: While there are no fines for late books, students who have not brought back in two weeks will receive a notice. After three weeks, a letter requesting payment for the book will be sent home. Students may not check out a book until the issue is resolved.

Rules

Appropriate behavior and respect for all library patrons, staff, and faculty is expected from students while using the library. Below are rules that students must follow while in the library;

1. Enter quickly and quickly get seated properly.
2. Keep hands, feet, and objects to yourself.
3. Use a quiet, whisper voice in the library.
4. Make our library a great place to learn.

Sign In Procedure

Students will present appropriate library/ hall pass from teacher when entering the library. On each pass should be the student's name, when the student left the classroom, how long the student can stay in the library, teacher's signature, and student's purpose. Students will sign in/ sign out when using the library during class time. Logs will be kept for record.

Collection Development Policy

All libraries will follow the JPS Board Approved Collection Development Policy

. Watkins Elementary adheres to the JPSD board-approved selection policy. This policy can be found at the following link:

https://www.jackson.k12.ms.us/cms/lib/MS01910533/Centricity/Domain/1657/ifd_procedures.pdf

Collection Development Policy for School Libraries

Section I. Statement of Policy:

The Jackson Public School District Libraries shall be an instructional resource responsible for providing information and services to all students and staff to insure careful consideration of the selection of materials reflecting intellectual freedom and growth in a diverse society.

Section II. Objectives of Selection:

- A. The main objective of the selection procedure is to support the instructional goals and information needs of students and staff.
- B. The objective of the library program is to make available to staff and students a collection of materials that will serve as an integral part of the curriculum and generate understanding of the American freedoms which meet the needs and interests of the students and staff served.
- C. To this end, the Jackson Public School Board (hereinafter "School Board") reaffirms the "Library Bill of Rights" of the American Library Association and asserts that the responsibility of the school library program is:
- D. To provide a comprehensive collection of instructional materials selected in compliance with basic written selection principles, and to provide maximum accessibility to these materials;

To provide materials that will support the curriculum, taking into consideration the individual's needs, and the varied interests, abilities, socioeconomic backgrounds, and maturity levels of the students served;

To provide materials for teachers and students that will encourage growth in knowledge, and that will develop literary, cultural and aesthetic appreciation, and ethical standards;

To provide materials which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments;

To provide a written statement, approved by the school board, of the procedures for meeting the challenge of censorship of materials in school library media centers and provide qualified professional personnel to serve staff and students.

--Adopted by the American Association of School Librarians Board of Directors and the American Library Association, 1969

Section III Responsibility for Selection:

- A. The School Board delegates selection of school library materials to the School Library Media Specialist in consultation with administration, faculty and when appropriate, students and parents.
- B. The Collection Development Policy for School Libraries will be evaluated for necessary changes on an as needed basis, not to exceed every five years. District librarians will be responsible for the five-year review. Building administrators, Chief Academic officers, and staff may be consulted in this process with the final approval given by the School Board/

Section IV Criteria for Selection of Library materials

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

1. Library materials shall support and be consistent with the educational standards and goals of the state and district and the goals and objectives at each school.
2. Library materials shall be chosen with knowledge of the curriculum, the school community, its resources, and student interests.
3. Library materials shall meet high standards of quality in:
 - presentation
 - physical format
 - educational significance
 - readability
 - authenticity
 - artistic quality and /or literary style
 - factual content
 - technical quality
4. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom the materials are selected.
5. Library materials shall be designed to provide a background of information which will motivate students and staff to examine their own attitudes and behavior, to comprehend their duties, responsibilities, rights and privileges as participating citizens in our society, and to make intelligent judgements in their daily lives.
6. Library materials shall provide information on opposing sides of controversial issues so users may develop, under guidance, the practice of critical analysis.

- B. The selection of library materials on controversial issues will be directed towards maintaining a balanced collection for varying levels of difficulty, diversity of appeal and point of view.
- C. Library materials shall clarify historical and contemporary forces by placing emphasis on recognizing and understanding social and economic problems.

Section V. Procedures for Selection of Library Materials:

- A. The Library Media Specialist is given the authority to review and select library materials from favorably reviewed in one or more current or retrospective professional viewing tools.
- B. Recommendations by administrators, faculty members, students, parents, and other community members will be considered.
- C. Selection is an ongoing process which should include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value

Section VI. Rights of Students

Students have the right to access information and materials from a professionally staffed, well-supplied up-to-date school library.

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

Section VII: Procedures for Dealing with Challenged Materials

Any resident or employee of the school district may formally challenge library materials used in the district's school library program on the basis of appropriateness. This procedure is for the purpose of considering the opinions of those persons in the schools and the community who are not directly involved in the selection process.

I. Request for Informal Reconsideration:

- A. Challenged materials should be brought to the attention of school personnel and tried to be resolved informally.
 - 1. The library media specialist shall explain to the person making the challenge the district's selection procedure, criteria, and qualifications of those persons selecting the resource.
 - 2. The library media specialist shall explain the particular place the questioned materials occupies in the educational program, its intended educational usefulness, and additional information regarding its use, or refer the party to

- the school building administrator who can identify and explain the use of the resource.
3. If the complainant wishes to file a formal challenge, a copy of the district Selection of Library Material Policy and request for Reconsideration of Library Materials form shall be handed or mailed to the party concerned by the library media specialist or building administrator.

II. Request for Formal Reconsideration:

A. Preliminary Procedures

1. Each school will keep on hand and make available Request for Reconsideration of Library Materials forms. All formal objections to library materials must be made on these forms.
2. The Request for Reconsideration of Library Materials form shall be signed by the complainant and filed with the building administrator or designee.
3. The superintendent and the deputy superintendent shall be informed of the formal complaint received.
4. The request for reconsideration shall be referred to a reconsideration committee, appointed by the deputy superintendent.

B. The Reconsideration Committee:

1. Upon receipt of a request for formal reconsideration of library material, the building administrator shall:
 - a. Appoint a reconsideration committee including the following membership as appropriate:

the school chief academic officer, lead librarian, building administrator, library media specialist, teacher, two parents, and two student representatives at the school level for reevaluation of the resource.
 - b. The committee will be co-chaired by the building administrator and the building library media specialist.
 - c. Arrange for the reconsideration committee meeting within 10 working days after the complaint is received.
2. The reconsideration committee may choose to consult district counsel with related professional knowledge.
3. The reconsideration committee shall review the challenged material and judge whether it conforms to the principles of selection outlined in the district's Selection of Library Materials policy.

C. Resolution

1. The recommendation committee shall:
 - a. Examine the challenged material
 - b. Determine professional acceptance by reading critical reviews of the material
 - c. Weigh values and faults and form opinions based on the material as a whole rather than on passages or sections taken out of context.
 - d. Discuss the challenged material in the context of the educational program
 - e. Discuss the challenged material with the person making the complaint when appropriate
 - f. Prepare a written report
2. The committee will report the action on the complaint in writing to the superintendent or designee. The superintendent or designee will then forward the response to the person making the complaint..
3. Written reports, once filed, are confidential and available for examination by school board members and appropriate officials only.
4. The decision of the reconsideration committee is binding for the individual school.
5. Notwithstanding any procedure outlined in this policy, the person making the complaint or any member of the committee shall have the right to appeal any decision of the reconsideration committee to the School board as the final review panel.

D. Guiding Principles

1. Any resident or employee of the school district may raise objection to library materials used in the school's library program despite the fact that the individuals selecting such resources were duly qualified to make the selection, followed the proper procedure, and observed the criteria for selecting library materials.
2. No parent has the right to determine reading, viewing, or listening matter for students other than his/her own children.
3. The School Board supports the First Amendment to the Constitution of the United States, the Library Bill of Rights, adopted by ALA (American Library Association), and the Access to Resources and Services in the School Library Media Program: an Interpretation of the Library Bill of Rights, adopted by AASL (American Association of School Librarians). Copies of these documents are attached to this policy. When library materials are challenged, the principles of the freedom to read/listen/view must be defended as well.

4. Access to challenged material shall not be restricted during the reconsideration process.
5. The major criterion for the final decision is the appropriateness of the material for its intended educational use.

III. Instructions to Evaluating Committee

Bear in mind the principles of freedom to learn and to read and base your decision on these broad principles rather than on defense of individual materials. Freedom of inquiry is vital to education in a democracy.

Study thoroughly all materials referred to you and read available reviews. The general acceptance of the material should be checked by consulting standard evaluation aids and local holdings in other schools.

Passages or parts should not be pulled out of context. The values and faults should be weighed against each other and the opinions based on the materials as a whole.

Your report, presenting both majority and minority opinions, will be presented by the superintendent to the Complainant at the conclusion of the reconsideration process.

Section VI: GIFTS OF LIBRARY MATERIALS

6. 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. Gift materials shall be judged by the criteria outlined and shall be accepted or rejected by those criteria.
7. This policy was written using information obtained from Susquehanna Township School District Harrisburg, Pennsylvania 17109 - **Collection Development Policy for School Libraries – 2016 – Permission or notification of usage must be granted.**
8. **Mississippi School Library Guide – 2014 – Mississippi Department of Education**
9. **Information Power: Building partnerships for Learning – American Library Association**
10. **An appendices has been attached with the forms associated with this policy.**

Sample Letter to Complainant

Dear:

We appreciate your concern over use of _____ in our school district. The district has developed procedures for selecting materials, but realizes that not everyone will agree with every selection made.

To help you understand the selection process, we are providing you with copies of the districts:

1. Selection of Library Materials policy
2. Procedures for Dealing with Challenged Materials

If you are still concerned after you review this material, please complete the Request for Reconsideration of Library Materials form and return it to me. You may be assured of prompt attention to your request. If I have not heard from you within two weeks, we will assume you no longer wish to file a formal complaint.

Sincerely,

Principal

Instructions to Evaluating Committee

Bear in mind the principles of the freedom to learn and to read and base your decision on these broad principles rather than on defense of individual materials. Freedom of inquiry is vital to education in a democracy.

Study thoroughly all materials referred to you and read available reviews. The general acceptance of the materials should be checked by consulting standard evaluation aids and local holdings in other schools.

Passages or parts should not be pulled out of context. The values and faults should be weighed against each other and the opinions based on the materials as a whole.

Your report, presenting both majority and minority opinions, will be presented by the superintendent to the Complainant at the conclusion of the reconsideration process.

Request for Reconsideration of Library Resources

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

Name _____ Date _____

Address _____ City _____

State _____ Zip _____ Phone _____

Name or Organization _____

1. What type of material are you commenting (book, magazine, etc.)?

Please list the following information for material(s). **If commenting on more than one item, please duplicate this sheet and complete a reconsideration request for each item.**

Title _____ Author _____

Publisher _____ Copyright Date _____

2. What caused you to bring complainant against listed material?

3. Have you read the entire content of this material? This includes the entire unit, chapter, topic, or book (if fiction or biography), which includes the objectionable material.

4. What are your main concerns about this material? (Response may require additional pages, use other side of this form or additional pages)

5. Please list other materials that can provide additional information and viewpoints.

Signature of Complainant/Organization Representative

Weeding Policy

Weeding is an integral part of collection development and is essential to rid the library of unsuitable and unnecessary resources. For accountability purposes, discarding an item because there is not room for it on the shelf is not acceptable. Jackson Public School Board asserts that the responsibility of the Broad Street High School Library regarding weeding is:

- To provide quality library resources to support and enrich both the curriculum and the personal needs of students and faculty members alike
- To provide a more up-to-date collection and accurate reference information
- To make more effective use of space that allows library resources to be more visible and accessible
- To provide a more attractive collection to promote use along with encouraging patrons to care for library resources
- To provide feedback on the overall collection

The library has a plan for continuous, methodical weeding and review is implemented during the annual inventory.

Responsibility for Weeding of Library Resources

The responsibility for the weeding of resources from the library media center is entrusted to the professionally trained librarian who is employed by Watkins Elementary School Library. Watkins Elementary teachers are invited to review the items marked for withdrawal.

Criteria for Weeding of Library Resources

Print Items

- a. Physical appearance – Discard items that are worn out and cannot be repaired and those that have an appearance which discourages readers.
- b. Outdated materials – Discard items in which the basic information and/or illustrative material is out-of-date.
- c. Materials that contain incorrect information, that have been replaced with a newer edition or which contain biased or sexist terminology.

Weeding Specific Classes of Books (maximum age of materials)

- Ten Years: Encyclopedia sets, dictionaries, topical materials, atlases, and social sciences.
- Five Years: Almanacs, directories, books on mass media, descriptive geography, careers, and computers.
- Three Years: modern fiction titles (not classics).
- Other: Biographical sources, old editions of classics whose update format discourages reader.

GIFTS OF LIBRARY MATERIALS

11. 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. Gift materials shall be judged by the criteria outlined and shall be accepted or rejected by those criteria.
12. This policy was written using information obtained from Susquehanna Township School District Harrisburg, Pennsylvania 17109 - **Collection Development Policy for School Libraries – 2016 – Permission or notification of usage must be granted.**
13. **Mississippi School Library Guide – 2014 – Mississippi Department of Education**
14. **Information Power: Building partnerships for Learning – American Library Association**
15. **An appendices has been attached with the forms associated with this policy.**

Collection Analysis

Mackin Collection Analysis (Dewey 100s)

Watkins Elementary

District: Jackson

Contact: Rosalyn Pendleton

of Students: 350

Category	Your Current Collection			Recommended*			Differences	
	Avg Age	Collection	% Collection	Avg Age	Collection	% Collection	Age	Additional Needed*
000 Computer Science & General Works	1996	27	0.6%	2013	43	0.6%	17 yrs	29
100 Philosophy & Psychology	1993	51	1.2%	2007	39	0.6%	14 yrs	7
200 Religion	1988	15	0.3%	2007	41	0.6%	19 yrs	28
300 Social Sciences	1992	239	5.5%	2007	455	6.5%	15 yrs	225
400 Language	1991	35	0.8%	2006	71	1.0%	15 yrs	36
500 Natural Sciences & Mathematics	1999	338	7.8%	2010	876	12.5%	11 yrs	578
600 Technology	2001	163	3.8%	2009	352	5.0%	8 yrs	190
700 The Arts	2006	153	3.5%	2009	387	5.5%	3 yrs	234
800 Literature & Rhetoric	1995	117	2.7%	2007	177	2.5%	12 yrs	96
900 Geography & History	1999	181	4.2%	2010	455	6.5%	11 yrs	279
Total Nonfiction	1998	1,319	30.4%	2009	2,896	41.3%		1,702
Additional Categories								
General Fiction	1994	1,040	24.0%	2006	1,540	22.0%	12 yrs	500
Reference	1997	238	5.5%	2011	70	1.0%	14 yrs	0
Biography	1996	274	6.3%	2008	385	5.5%	12 yrs	111
Professional	1996	62	1.4%	2009	161	2.3%	13 yrs	99
Story Collection	0	0	0.0%	0	0	0.0%		0
Easy	1993	1,203	27.7%	2007	1,960	28.0%	14 yrs	757
Nonprint	2001	192	4.4%		0	0.0%		0
Graphic Novel		14	0.3%		0	0.0%		0
Collection Subtotal	1995	4,342	Classified	2008	7,012			3,170
Unclassified Categories (not calculated on graphs)								
Other	1998	171	Unclassified					
Total Collection	1995	4,513	Total Titles					

* Recommendations are based on your goal of 20 books per student. Percentages are based on standards from several professional sources.

Printed: 5/15/2018

This information has been prepared for your internal use by Mackin Educational Resources. Please do not duplicate without Mackin consent.

Page: 2

Five Year Collection Development Plan

2018-19: The first round of library funding focused on adding additional fiction and easy fiction titles, as well as social science and history titles, and the second round of library funding will focus on additional science titles (500's & 600's) to support the updated science curriculum. While the percentage of our collection that the 500's encompasses does represent the suggested 11%, the average age of this portion of the collection is nineteen years old, nine years older than recommended. The number of books in the 600's is also in line with recommendations in terms of percentage of the collection. However, the average age in the 600's is seventeen years old, seven years older than recommended. Fifth graders are required to take a state science test, and building this part of the collection will enhance their ability to succeed on this test, as well as keep them current on new science and technology.

2019-20: This year will focus on Government, Laws, History and Geography. MDE will be releasing new Social Studies standards during Summer 2018, which will spur the need to examine our offerings. Also, the number of books in the 300's is below the suggested average, and the average age of that collection is twenty-six, sixteen years older than recommended. We have far more books in the 900's than recommended, which will require careful weeding; however, the average age is twenty-one, six years older than recommended.

2020-21: This year will focus on replacing or permanently weeding worn books in biography and fiction, our most highly utilized area. These books have the highest circulation statistics in the collection, and they are often ordered to meet current interest and demands.

202 -22: This year will focus on arts and recreation. The 700's are represented appropriately as a percentage of the collection, and in 2016, they were only one year past the recommended average age. However, in 2020, they will be five years past the average recommended age. This is also a highly-circulated area, and children will be looking for the most current information and newest techniques in arts and entertainment.

202-2023: This year will focus on the remaining Dewey Classifications: 100, 200, and 400. These sections are currently out of date. However, they are not circulated as often, and their topics are not as limited on specific age dates. However, a general refreshing and re-evaluation of these classifications is needed.

Requests

The Library Media Specialist is a valuable resource in planning teaching units and in assisting in the acquisition of materials needed for instruction. It is hoped that you will involve the library staff in your preliminary planning.

Planning times can be scheduled with the Library Media Specialist.

The Library Media specialist is available to assist teachers in locating materials to supplement instruction. Make all Requests for material via email

rpendleton@jackson.k12.ms.us


Technology

Acceptable Use Policy for Internet- District

This policy can be found in the following link:

https://www.jackson.k12.ms.us/cms/lib/MS01910533/Centricity/domain/964/board_policies_approved/j/jiaa.pdf

Copyright/Fair Use Policy

<div>  TECHNOLOGY LEARNING </div> <div> Copyright and Fair Use Guidelines for Teachers </div> <div> <p>This chart was designed to inform teachers of what they may do under the law. Feel free to make copies for teachers in your school or district, or download a PDF version at www.techlearning.com. More detailed information about fair use guidelines and copyright resources is available at www.halldavidson.net.</p> </div>			
Medium	Specifics	What you can do	The Fine Print
Printed Material (short)	<ul style="list-style-type: none"> Poem less than 250 words; 250-word excerpt of poem greater than 250 words Articles, stories, or essays less than 2,500 words Excerpt from a longer work (10 percent of work or 1,000 words, whichever is less) One chart, picture, diagram, or cartoon per book or per periodical issue Two pages (maximum) from an illustrated work less than 2,500 words, e.g., a children's book 	<ul style="list-style-type: none"> Teachers may make multiple copies for classroom use, and incorporate into multimedia for teaching classes. Students may incorporate text into multimedia projects. 	<ul style="list-style-type: none"> Copies may be made only from legally acquired originals. Only one copy allowed per student. Teachers may make copies in nine instances per class per term. Usage must be "at the instance and inspiration of a single teacher," i.e., not a disservice from the district. Don't create anthologies. "Consumables," such as workbooks, may not be copied.
Printed Material (archives)	<ul style="list-style-type: none"> An entire work Portions of a work A work in which the existing format has become obsolete, e.g., a document stored on a Wang computer 	<ul style="list-style-type: none"> A librarian may make up to three copies "solely for the purpose of replacement of a copy that is damaged, deteriorating, lost, or stolen." 	<ul style="list-style-type: none"> Copies must contain copyright information. Archiving rights are designed to allow libraries to share with other libraries one-of-a-kind and out-of-print books.
Illustrations and Photographs	<ul style="list-style-type: none"> Photograph Illustration Collections of photographs Collections of illustrations 	<ul style="list-style-type: none"> Single works may be used in their entirety, but no more than five images by a single artist or photographer may be used. From a collection, not more than 15 images or 10 percent (whichever is less) may be used. 	<ul style="list-style-type: none"> Although older illustrations may be in the public domain and don't need permission to be used, sometimes they're part of a copyright collection. Copyright ownership information is available at www.loc.gov or www.mpa.org.
Video (for viewing)	<ul style="list-style-type: none"> Videotapes (purchased) Videotapes (rented) DVDs Laserdiscs 	<ul style="list-style-type: none"> Teachers may use these materials in the classroom. Copies may be made for archival purposes or to replace lost, damaged, or stolen copies. 	<ul style="list-style-type: none"> The material must be legitimately acquired. Material must be used in a classroom or nonprofit environment "dedicated to face-to-face instruction." Use should be instructional, not for entertainment or reward. Copying OK only if replacements are unavailable at a fair price or in a viable format.
Video (for integration into multimedia or video projects)	<ul style="list-style-type: none"> Videotapes DVDs Laserdiscs Multimedia encyclopedias QuickTime Movies Video clips from the Internet 	<ul style="list-style-type: none"> Students "may use portions of lawfully acquired copyright works in their academic multimedia," defined as 10 percent or three minutes (whichever is less) of "motion media." 	<ul style="list-style-type: none"> The material must be legitimately acquired; a legal copy (not bootleg) or home recording. Copyright works included in multimedia projects must give proper attribution to copyright holder.
Music (for integration into multimedia or video projects)	<ul style="list-style-type: none"> Records Cassette tapes CDs Audio clips on the Web 	<ul style="list-style-type: none"> Up to 10 percent of a copyright musical composition may be reproduced, performed, and displayed as part of a multimedia program produced by an educator or student. 	<ul style="list-style-type: none"> A maximum of 30 seconds per musical composition may be used. Multimedia program must have an educational purpose.
Computer Software	<ul style="list-style-type: none"> Software (purchased) Software (licensed) 	<ul style="list-style-type: none"> Library may lend software to patrons. Software may be installed on multiple machines, and distributed to users via a network. Software may be installed at home and at school. Libraries may make copies for archival use or to replace lost, damaged, or stolen copies if software is unavailable at a fair price or in a viable format. 	<ul style="list-style-type: none"> Only one machine at a time may use the program. The number of simultaneous users must not exceed the number of licenses, and the number of machines being used must never exceed the number licensed. A network license may be required for multiple users. Take aggressive action to monitor that copying is not taking place (unless for archival purposes).
Internet	<ul style="list-style-type: none"> Internet connections World Wide Web 	<ul style="list-style-type: none"> Images may be downloaded for student projects and teacher lessons. Sound files and video may be downloaded for use in multimedia projects (see portion restrictions above). 	<ul style="list-style-type: none"> Resources from the Web may not be reposted onto the Internet without permission. However, links to legitimate resources can be posted. Any resources you download must have been legitimately acquired by the Website.
Television	<ul style="list-style-type: none"> Broadcast (e.g., ABC, NBC, CBS, UPN, PBS, and local stations) Cable (e.g., CNN, MTV, HBO) Videotapes made of broadcast and cable TV programs 	<ul style="list-style-type: none"> Broadcast or tapes made from broadcast may be used for instruction. Cable channel programs may be used with permission. Many programs may be retained by teachers for years—see Cable in the Classroom (www.ciconline.org) for details. 	<ul style="list-style-type: none"> Schools are allowed to retain broadcast tapes for a minimum of 10 school days. (Emphasized rights holders, such as PBS's Reading Rainbow, allow for much more.) Cable programs are technically not covered by the same guidelines as broadcast television.
<p>Sources: United States Copyright Office Circular 21, Sections 107, 108, and 110 of the Copyright Act (1976) and subsequent amendments, including the Digital Millennium Copyright Act; Fair Use Guidelines for Educational Institutions</p> <p>Multimedia, cable systems (and their associations), and Copyright Policy and Guidelines for California's School Districts, California Department of Education. Note: Representatives of the institutions and associations who helped to draw up</p> <p>many of the above guidelines wrote a letter to Congress dated March 19, 1976, stating: "There may be instances in which copying that does not fall within the guidelines cited [above] may nonetheless be permitted under the criterion of fair use."</p>			

Procedures for Online Usage by Students

Students at Watkins Elementary will bring a signed copy of the Jackson Public School District Students Acceptable Use and Internet Safety Contract to their homeroom teacher. The teacher will make the librarian aware of who has not returned theirs and thereby is unable to use the computers in the library.

Using Email and Internet Wisely

The students will be given instruction on how to sign onto the computer and how to proceed to approved website.

Storage/Maintenance of Equipment

Watkins Elementary has a designated space beside the circulation desk where the chrome books are stored in the chrome book cart.

Management and Facilities

Job Descriptions/Responsibilities

***See MDE School Library Guide and Resources pg.17-19

Record/Reports Keeping

Jackson Public School District has provided each library with the automated cataloging and circulation system, Insignia. Records and reports can be ran and stored using this system.

Advocacy and Public Relations

LIBRARY PUBLIC RELATIONS OVERVIEW

Library Monitoring Rubric - Section 2.6
Librarian Growth Rubric - Standards 11; 19
School Library Guide - Section 3.8



LIBRARY INFORMATION

GRADE LEVEL	SCHOOL YEAR
PUBLIC RELATIONS CONTACT	

PUBLIC RELATIONS PLAN

Goals/ Objectives: (What are your plans this year to promote the library's programs and resources?)

Target Audience: (Who do you want to reach?)

Outlets: (How do you want to reach your Target Audience?)

* This should be created with the help of your Library Advocacy Committee and the Public Relations contact for your school or school district. Find more information regarding Public Relations by visiting www.ala.org/aasl/advocacy/tools/toolkits/promoting.

LIBRARY ADVOCACY COMMITTEE MEETING AGENDA

Library Monitoring Rubric - Section 2.5
Librarian Growth Rubric - Standard 1; 12; 19
School Library Guide - Section 3.8



LIBRARY INFORMATION

GRADE LEVEL	DATE
OBJECTIVE	

SIGN-IN

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

ME

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Opening and Closing Duties

- Turn on/off lights near the entrance.
- Power on/off ALEX computer: User name (watkinsalex); Password (w8bq9)
- Power on/off student computers: User name (JPSD\watkins); Password (Student083)

Inventory Procedures

The whole school's inventory, including the LMC is done annually by the LMS. The goal of the inventory is to determine the status of the collection (number of items, number of missing and lost items, etc.). Once the LMC inventory is completed, statistical reports can be generated from the automation system that will determine the needs and conditions of the LMC. BOOKS A computerized inventory may be completed using the library automation system and maybe conducted at any time during the school year. However, the LMS conducts the LMC's inventory during the last three weeks or month of each school year. The manual and automated inventories directions are listed below:

1. Manual Inventory

- a. Arrange the books in the correct order on the shelves.
- b. Run a shelf list report from the library automation system.
- c. Read the shelves and highlight any missing books on the shelf list report.
- d. Then change the status of the missing books in the library automation system.
- e. If books are found during the inventory process, change the status in the library automation system.
- f. Remember to check for books in other places such as the library office, bindery, over-size book section, etc.
- g. Run a report from the library automation system of all books that have been missing for three years or more. Delete these books from the automation system and keep a list of the books.

- h. Print any reports necessary for statistical information and any reports requested by the Lead Librarian.

2. Automation Inventory

- a. Arrange the books in correct order on the shelves (desirable, but not mandatory).
- b. Follow the directions for using the Alexandria's PC. 25
- c. Consult the library automation manual for inventory directions.
- d. Print any reports necessary for statistical information and any reports requested by the Lead Librarian.

Duties of Support Staff and Volunteers

*** See Jackson Public School District website

Facility Map

Computers

Student's Table 3

Student's Table 6

Student's Table 2

Student's Table 5

Student's Table 1

Student's Table 4

Teacher's Desk

Fiction
Section

Easy
Section

Fiction
Section

Disaster Preparedness

In 2012, the JPS District created an agreement with the Department of Education and 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 (2018-2019) pages 30-31 for further information.

Library Program

Services/Activities Offered

Library materials are circulated using the automation program, Insignia. A web- based part of the program provides look-up stations in the library and classrooms. A website

(<https://jpsd.insigniaails.com/Library/Home?LibraryID=0083&Language=English>) provides access to classrooms and homes for library catalog access.

- Reading Fair
- Annual Scholastic Book Fair
- Accelerated Reader
- Star Reading/Star Math
- Computer/Internet
- MAGNOLIA Database
- World book Online
- Read Across America Activities
- Achievement Award Field Trips
- Pizza Hut BOOKIT! Program

Library Bill of Rights

Library Bill of Rights

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

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

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

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

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

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

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

Adopted June 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](#).

Literacy Standards

JPS District follows the common core standards for grades K-12th. These standards can be found at the following link:

<http://www.corestandards.org/ELA-Literacy/>

Appendix A: Statement on Intellectual Freedom

The First Amendment to the Constitution of the United States is a cornerstone of our liberty, supporting our rights and responsibilities regarding free speech both written and oral.

The Association for Educational Communications and Technology believes this same protection applies also to the use of sound and image in our society.

Therefore, we affirm that:

Freedom of inquiry and access to information -- regardless of the format or viewpoints of the presentation -- are fundamental to the development of our society. These rights must not be denied or abridged because of age, sex, race, religion, national origin, or social or political views.

Children have the right to freedom of inquiry and access to information; responsibility for abridgment of that right is solely between an individual child and the parent(s) of that child.

The need for information and the interests, growth, and enlightenment of the user should govern the selection and development of educational media, not the age, sex, race, nationality, politics, or religious doctrine of the author, producer, or publisher.

Attempts to restrict or deprive a learner's access to information representing a variety of viewpoints must be resisted as a threat to learning in a free and democratic society. Recognizing that within a pluralistic society efforts to censor may exist, such challenges should be met calmly with proper respect for the beliefs of the challengers. Further, since attempts to censor sound and image material frequently arise out of misunderstanding of the rationale for using these formats, we shall attempt to help both user and censor to recognize the purpose and dynamics of communication in modern times regardless of the format.

The Association for Educational Communications and Technology is ready to cooperate with other persons or groups committed to resisting censorship or abridgment of free expression and free access to ideas and information.

Adopted by:
AECT Board of Directors
Kansas City:
April 21, 1978

The Freedom to Read Statement

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.

Appendix B: Library Orientation

Teachers will review the procedures with students before visiting the library. The librarian will discuss in detail the library's operation, use, and rules.

Appendix C: Book Processing Formats

Companion

Processing Specifications:

Spine Label: 1 ½" measurement

Mylar: tape mylar on dust jackets only

Cataloging Specifications: Sears Subject Headings

Fiction: FIC with full author's surname FIC FAULKNER

Nonfiction: Class number with first 3 letters of author's surname 973 SMI

Individual Biography: BIO above full biographee BIO ANDERSON

Collective Biography: 920 with first 3 letters of author's surname 920 GRI

Reference: REF above class number with first 3 letters of author REF 800 SHA

Bar code and Automation System Information:

Automation System: Alexandria

Bar code symbology: Code 39

Data format: MARC21

List of Book Vendors

Cataloging Options:

ABDO 30083100000000-30083100099999

BTSB- 30083100100000-30083100199999

Captstone- 30083100200000-30083100299999

Creative- 30083100300000-30083100399999

Delany- 30083100400000-30083100499999

Follett- 30083100500000-30083100599999

Gumdrop- 30083100600000-30083100699999

Insignia- 30083101200000-30083101299999

JuniorLG- 30083100700000-30083100799999

Mackin- 30083100800000-30083100899999

Permabound- 30083100900000-30083100999999

Rainbow-30083101000000-30083101099999

Scholastic-30083101100000-30083101199999

Call Number Information:

JPS Universal Call Numbers – Specifications

Medium/ Material Type	Call Number	Circulation Type
EBook	EBK (CUTTER)	BOOK
Fiction - CUTTER	FIC – (CUTTER) First Three Letters Authors Last Name	BOOK
Nonfiction - CUTTER	Dewey Call Numbers – (CUTTER) First Three Letters Authors Last Name	BOOK
Professional - CUTTER	PROF First three letters of authors last name	BOOK
Cassette/CD - CUTTER	AV –CUTTER Use Dewey call numbers or First three letters of authors last name	DVD/CD
Big Book - CUTTER	BIGBK - CUTTER First three letters of authors last name	BOOK
Biography -CUTTER	92-Individual - CUTTER 920-Collective - CUTTER First three letters of authors last name	BOOK
Graphic Novel - CUTTER FIC or Nonfiction	GN FIC -CUTTER or GN 340.2 - CUTTER First three letters of authors last name	BOOK
Easy - CUTTER	E - CUTTER First three letters of authors last name	BOOK
Periodicals Magazines	PER	BOOK

Journals		
Classroom Set - CUTTER	CS+Dewey (CUTTER) First three letters of authors last name	BOOK
<u>Kits</u> Tools for Life Kits JPS Internal Program	KIT TFL - CUTTER	BOOK
Kits - CUTTER	KIT – Use Dewey call numbers or First three letters of authors last name	BOOK
DVD -CUTTER	DVD – CUTTER Use Dewey call numbers or First three letters of authors last name	VIDEO or DVD/CD
Book with Audio Recording	BKAV – CUTTER First three letters of Item	BOOK
Reference	REF – Cutter First three letters of Item	REFERENCE
<u>Equipment</u> AV Equipment EReaders Computers Cameras	EQP+fixed asset	EQUIPMENT

Standard Option:

Nonfiction Call Number: Abridged Dewey Number/ Nonfiction Cutter (3)

Fiction Call Number: FIC/ Fiction Cutter (3)

Individual Biography Call Number: BIO/ Individual Biography Cutter (full last name of biographee)

Collective Biography Call Number: 920/ Collective Biography Cutter (3)

Graphic Novel Call Number: GN/ Graphic Novel Cutter (3)

Subject Headings: Sears Headings

Output Information:

MARC record delivery: E-Mail

Barcode & MARC Local Fields:

Barcodes added to MARC records and printed labels included

Code 083 with mod 10-check digit

Print library name in all caps

NAME OF SCHOOL LIBRARY- WATKINS

Spine Label and Barcode Placement: ½ inch when there is sufficient spine width/ if spine width is less than ½”, then spine label should be placed horizontally on spine, regardless of width.

Barcode Placement: 1) Location: Front – Upper Left, 2) Orientation - Horizontal, 3)

SPKHing – ½ inch from top

Appendix D: Advocacy Committee

2018-2019 Names of School Library Advocacy Committee

- Rosalyn Pendleton-Librarian
- Josie Blake, Ph.D- Principal
- Nancy CurryPK-2 Rep.
- Chandra Pollard-3-5 Teacher Rep.
- Aisha Cook-Student Rep.
- Kaminah Evans-Parent

Responsibilities of the Library Advocacy Committee

As advisors to the library media center (LMC) professional staff and as advocates for the library media center program, members of the library advisory committee make a commitment. Each member pledges to support the LMC staff and program and to work collegially to enhance and improve the LMC program, resources, and services for the benefit of all students and teachers.

The library advocacy committee works with the LMC professional staff to:

- conduct regular needs assessments to determine what additional resources (e.g., books, audio/visual, computer software, furnishings) are needed in the LMC;
- conduct regular student and faculty surveys to gauge customer satisfaction with the LMC program;
- develop a five-year strategic plan for the library media center based on student and faculty surveys and the needs assessment;
- collect relevant data and use that data to prepare and submit regular reports to the building-level administration and to the district showing direct positive impact of the LMC program on student achievement;
- prepare a budget request to meet the needs identified in the needs assessment;
- develop short-range plans for collection development based on the school's implemented curriculum, a related LMC collection map, and input from teachers and students;
- identify strategies for facilitating collaboration between the classroom teachers and the LMC professional staff to ensure integration of the LMC resources and services into the

school's instructional program;

- work with the building-level administration, the LMC professional staff, and the classroom teachers to implement identified collaborative instructional strategies; and
- advocate for the school's library media program.

Schedule of Meetings

The library advocacy committee should meet at least twice during the school year (i.e., once each semester). Exemplary school library media programs have a library advisory committee that meets at least quarterly. The meeting dates should be scheduled for the entire school year, and those dates should be noted on the school's calendar. Meeting reminders with the proposed agenda should be sent to all members and meetings announced in the minutes from the previous meeting, the school's newsletter, the school's Web page, the library media center's newsletter, and the library media center's Web page.

Appendix E: W.E. Library Makerspace

The Makerspace Cart will be housed in the library. Special groups in each class will be allowed to construct things using the Makerspace materials.

Makerspace cart may not be checked-out to classes.