Library Media Specialist Handbook:

A Guide for High-Performing Programs
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Introduction

The Library Media Specialist Handbook is a tool to help library media specialists with instruction, curriculum assessment and support, resource management, program administration, and advocacy. An outstanding library media specialist is able to collaborate, build and maintain a collection, and connect to the BEST instructional design. This document is based on the ExC3EL rubric which is the driving force for 21st Century Library Media Programs in Florida’s K-12 Schools.

Calendar

Included below are some of the annual tasks common to all media specialist positions. This is by no means an exhaustive list of what takes place each month, but rather helpful reminders of some major events and necessary activities.

August/September
- Set up Calendar in Destiny [mark closed dates, etc.]
- Orientation for students
- Orientation for adult volunteers (if applicable)
- Meet with new teachers to share resources and services
- Solicit volunteers at Back-to-School night or Registration
- Introduction of SSYRA/FTR, expectations for Book Bash & FTR competitions
- Send Open Letter to Parents (via newsletter; web page)
- Update your calendar and web page
- Collaboration Meetings with Teachers/Departments (continue throughout the year)
- Map/Schedule Fall Activities
- Initial principal meeting- Budget, Calendar, Fundraisers
- Set up Book Fair(s) or other fundraisers for the year
- Join FAME (Florida Association for Media in Education) or renew membership
- Update databases/accounts, as needed (AR or RC, Destiny, Google Student Accounts, etc.).

September
- Fall inservice Day/PDD (attend media training set up by Gina Clark)
- Plan/Schedule Required Cyber safety Lesson (1 Required semester) [see Cyber Safety section in Edmodo group for Media Specialists]
- Banned Books Week and Banned Websites Awareness Day

October
- Media Contact Day and First BAME meeting (Brevard Association of Media Educators)
- State Monies Distributed- Begin creating Purchase Orders
- Teen Read Week
- Upload student pictures to Destiny (when link available from school photo company)

November
- FAME (Florida Association for Media in Education) Conference
- Picture Book Month

December
- Work with school-based Literacy Team to plan events for Literacy Week (January)
January
- Caldecott and Newbery Awards announced (see www.ala.org mid-month for winners)
- FETC (Florida Educational Technology Conference) in Orlando [optional]
- Celebrate Literacy Week, Florida! http://www.justreadflorida.com/literacyweek.asp
- Collaboration Meetings with Teachers (2nd Semester)
- Map/Schedule 2nd Semester Activities
- Meet with Principal (update on calendar, budget, instruction and reading programs)

February
- Schedule/Plan 2nd Required Cyber safety lessons

March
- FTR competition
- Complete purchases prior to deadlines (watch for emails from district resource teacher and building bookkeeper for specific dates)
- Media Contact Day 2
- Read Across America (Dr. Seuss’ birthday, March 3) [www.nea.org/grants/886.htm]

April
- SSYRA/Book Bash competitions
- Florida Reading Association Children’s Book Awards voting due (Elementary)
- SSYRA and FTR voting due
- School Library Month and National Library Week
- National Poetry Month
- Inform teachers and students about final checkout and end-of-year due dates. [Make sure Ceiling date is set in Destiny.]

May
- Discovering Quality Literature Day (Elementary)
- Inventory completed
- Stop Checkout/Collect books and fines, as appropriate.
- Send summer reading information to teachers and students; add to website
Curriculum and Instruction

The library media program enhances student achievement by supporting all facets of the instructional program.

National and State Standards

Common Core
http://www.corestandards.org/

“As students strive to meet the rigor of the standards, certified school librarians will play an essential part in ensuring that 21st-century information literacy skills, dispositions, responsibilities and assessments are integrated throughout all curriculum areas. With the integration of these standards to the Common Core Standards, students have the opportunity to be well-prepared as life-long learners facing the challenges of college and careers” (AASL Position Statement on CCS http://www.ala.org/ala/mgrps/divs/aasl/aaslissues/positionstatements/collegecareerstandards.cfm).

- AASL Learning Standards & Common Core State Standards Crosswalk Resource that includes tables on how the AASL Standards for the 21st-Century Learner and the Common Core State Standards align.
- Common Core and the School Librarian Q & A on what the implementation of CCS means for school librarians.
- School Librarians and the Common Core Standards: Resources Helpful resources for the school librarian on CCS.

AASL Standards for 21st Century Learners
http://www.ala.org/aasl/standards-guidelines/learning-standards

AASL’s Standards for the 21st-Century Learner offer vision for teaching and learning to both guide and beckon our profession as education leaders. The four standards will both shape the library program and serve as a tool for library media specialists to use to shape the learning of students in the school.

Learners Use Skills, Resources and Tools to:
1. Inquire, think critically, and gain knowledge;
2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
3. Share knowledge and participate ethically and productively as members of our democratic society.
4. Pursue personal and aesthetic growth.

Florida Sunshine State Standards
The documents below refer to Sunshine State Standards. While those standards are out of date, the activities linked to them can still be used to support Common Core State Standards:
Connecting Language Arts Standards to Media Center Resources
New SSS: Teaching for Rigor with Information Literacy
Information Literacy

In an outstanding library media program information literacy skills instruction is systematically embedded into the instructional program. Students use a variety of sources accurately and ethically.

Overview

Information literacy is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information." (Information Literacy Competency Standards for Higher Education. American Library Association. 2006). The library media program enhances student achievement through a systematically, collaboratively planned instructional program.

In teaching information and media literacy, media specialists should always stress students’ ethical use of resources. Specific lessons should be taught on copyright, avoiding plagiarism, and correct citation of sources (including images). For additional information refer to the following:

Brevard media specialists should play a key role in the technology literacy of both students and staff at school sites. It is recommended that media specialists serve on school technology committees, work with district technology integrators, and stay current through conferences (FETC, ISTE), trainings (PAINT, District tech trainings, PLT’s, and professional forums/journals.

The US Department of Education’s plan for technology literacy states: “All learners will have engaging and empowering learning experiences both in and out of school that prepare them to be active, creative, knowledgeable, and ethical participants in our globally networked society.” There are five aspects of the national plan: learning, assessment, teaching, infrastructure, and productivity.

Links for more information:
National Education Technology Plan 2010
http://floridatechplan.org/
http://st2l.flinnovates.org/
Research Process

FINDS Research Model

In order to facilitate the acquisition of information literacy skills, the use of a research process model is essential. FINDS, Florida’s model, provides a framework for teaching these skills and can be integrated into content-area instruction. Information and handouts on FINDS can be found at: http://www.fldoe.org/bii/Library_Media/lfilmcc.asp

Investigate Sources and Credibility

Subscription Databases for Research
Several quality research databases exist, such as Gale Cengage and World Book, which support student research, provide authoritative sources with citations, and help prepare students for higher education. Visit the Brevard K12 Library Media district page for a list of current database subscriptions purchased by the county.

Destiny
Media Specialists may need to instruct students on how to use Follett Destiny to locate print and non-print resources prior to research. The one-search tool may be useful at guiding students to reputable sites. See the Destiny One-Search section in the Documents part of this handbooks for directions.

Evaluating Web Pages for Research
A specific area of technology literacy that media specialists should focus upon is evaluating web pages for research. This is a topic in which many teachers, as well as students, are weak. A “Website Evaluation Check sheet” (to assist students while searching) is located in the Documents section of this handbook.

Resources to aid in teaching students to evaluate websites:

- www.lib.vt.edu/instruct/evaluate/
- http://www.ithaca.edu/library/training/think.html
- http://library.duke.edu/services/instruction/libraryguide/evalwebpages.html
- http://www.schrockguide.net/critical-evaluation.html
- http://kathyschrock.net/eval/index.htm
- www.educationworld.com/a_tech/techlp/techlp007.shtml

Great Websites
For some research projects, it may be useful to identify and limit websites for student use. Bookmarking tools, such as Diigo or Delicious, and Bookmarking sites, such as Sitehoover may be useful tools for media specialists to develop and maintain for in-school use. Edline is also useful for linking documents and webpages for in-school research.

A searchable database of sites selected by the Association for Library Service to Children (ALSC) deemed “Great” for Pre-K through Middle School children. http://gws.ala.org/
Note-taking and Formatting

Note-taking
Students need regular instruction in how to take quality notes from written and digital resources. Media specialists are encouraged to teach students to summarize, paraphrase, take bulleted notes, and use graphic organizers. Some resources on note taking include:

- Simultaneous access eBooks from Follett can be used at any level to provide note-taking modeling and practice, since they include highlighting and note-taking functions within the software.
- Citation sites such as Easybib contain resources on virtual notecards and outlines that may be helpful. [http://www.easybib.com/products/notebooktour](http://www.easybib.com/products/notebooktour)
- Graphic organizers can be found at:
  - [https://sites.google.com/site/ausdthink/word-templates-for-thinking-maps](https://sites.google.com/site/ausdthink/word-templates-for-thinking-maps)
  - [http://popplet.com/](http://popplet.com/)
  - Google forms and apps
  - Microsoft Office Shapes and Tables

MLA and APA Resources
[http://owl.english.purdue.edu/owl/section/2/1/](http://owl.english.purdue.edu/owl/section/2/1/)
Online Citation Generators- Easybib, Bibme, and Citation Machine

Plagiarism

Product and Presentation Tools

Digital Image Presentation Programs: Stills
- PhotoStory3 (XP operating system and newer) [free from Microsoft]: [http://techtraining.brevardschools.org/hooverj/photostory3.htm](http://techtraining.brevardschools.org/hooverj/photostory3.htm)
- Animoto (free, web-based): [www.animoto.com](http://www.animoto.com)
- Comic Life (Mac) [comics, picture albums, etc.]: [http://plasq.com/comiclife](http://plasq.com/comiclife)

Digital Image Presentation Programs: Video
- Moviemaker (PC) [free from Microsoft]: [http://techtraining.brevardschools.org/hooverj/moviemaker.htm](http://techtraining.brevardschools.org/hooverj/moviemaker.htm)
- Podcasting (audio or video): [http://techtraining.brevardschools.org/hooverj/podcasting.htm](http://techtraining.brevardschools.org/hooverj/podcasting.htm)
Web 2.0 Interactives (sampling)
- Voice Thread (share images and videos, etc.): [http://voicethread.com/#home](http://voicethread.com/#home)
  - WikiSpaces
  - EduBlogs
- Glogster (online Poster creation)
- Social Bookmarking Sites
  - Delicious: [http://delicious.com](http://delicious.com/)
  - Diigo (knowledge-sharing; includes highlighting capabilities): [www.diigo.com](http://www.diigo.com)
- Our Story (timelines for sharing): [http://www.ourstory.com](http://www.ourstory.com/)
- Wordle (word clouds) [http://www.wordle.net](http://www.wordle.net/)

Web Tools 4 U 2 Use
A wiki for school library media specialists to learn about cool new web tools, see how they can be used in school library media programs, and share ideas & success stories.
[http://webtools4u2use.wikispaces.com/](http://webtools4u2use.wikispaces.com/)

Google Apps
Google is currently offering schools a hosted solution for their email, calendar, and chat through Google Apps Education Edition, our integrated communication and collaboration solution. The offer includes Gmail, Google Calendar, Google Talk, Google Sites, and Google Docs and Google Video, all using your own school's domain.

Intro to Google Apps

Tech Integrators' Google Apps page:
- [https://sites.google.com/a/share.brevardschools.org/integratorsgoolgeresources/home](https://sites.google.com/a/share.brevardschools.org/integratorsgoolgeresources/home)

Score

Rubric Tools
Rubistar
Irubric

Tools for Real-Time Assessment of Information Literacy Skills (TRAILS)
TRAILS is a knowledge assessment with multiple-choice questions targeting a variety of information literacy skills based on 3rd, 6th, 9th, and 12th grade standards. This Web-based system was developed to provide an easily accessible and flexible tool for library media specialists and teachers to identify strengths and weaknesses in the information-seeking skills of their students.
Media Literacy and Critical Thinking

Media Literacy Resources
Media specialists should take the lead in educating students about the media’s influence on their choices. Excellent resources and lesson plans can be located at:

- [http://www.cyberwise.org/](http://www.cyberwise.org/)
- [www.commonsensemedia.org](http://www.commonsensemedia.org)
- [http://kids.getnetwise.org/kidsites/](http://kids.getnetwise.org/kidsites/)
- [http://www.netsmartz.org/Parents](http://www.netsmartz.org/Parents)

Critical Thinking
Critical thinking has been described as "the careful and deliberate determination of whether to accept, reject, or suspend judgment about a claim" (Brooke Noel Moore and Richard Parker, Critical Thinking). More simply, critical thinking is the process of evaluating what other people say or write to determine whether to believe their statements. Critical thinking includes distinguishing fact from opinion and bias from reason; distinguishing between primary and secondary sources, evaluating information sources, and recognizing deceptive arguments.

Some tools to assist you in preparing lessons to incorporate critical thinking skills:

- [http://academic.udayton.edu/legaled/ctskills/CTskills01.htm](http://academic.udayton.edu/legaled/ctskills/CTskills01.htm)
- [www.texascollaborative.org/criticalthinking.htm](http://www.texascollaborative.org/criticalthinking.htm)
- [www.cloudnet.com/~edrbsass/edcreative.htm](http://www.cloudnet.com/~edrbsass/edcreative.htm)

Cyber safety & Cyberbullying
Federal law calls for students to be taught about how to stay safe when using chat rooms, social networking sites, and to understand how to handle cyberbullying. This instruction is reinforced in our Florida State Statutes and in our Brevard School Board Policy. BPS requires two cyber safety lessons to be taught to every student within the school year.

Resources for teaching cyber safety/cyberbullying:

- Check Edmodo for shared lessons
- Attorney General’s presentation- check with your School Resource Officer
- Invite local police department to speak to the students/ parents
- Netsmartz - [http://www.netsmartz.org/Educators](http://www.netsmartz.org/Educators)
- Common Sense Media’s Digital Literacy and Citizenship Curricula by grade levels: [http://www.commonsensemedia.org/educators/curriculum](http://www.commonsensemedia.org/educators/curriculum)
- iKeepSafe- [http://www.ikeepsafe.org/educators/](http://www.ikeepsafe.org/educators/)
- ISafe EdBrowser- [http://edbrowser.com/search.html](http://edbrowser.com/search.html)
- CyberTipline: [http://www.missingkids.com/CyberTipline](http://www.missingkids.com/CyberTipline) (good web link for your media center page)
- Safe Florida- [http://www.safeflorida.net/safesurf](http://www.safeflorida.net/safesurf)
- Learning Lab- [http://learninglab.org/](http://learninglab.org/)
Lesson Plan Resources

CPALMS
CPALMS has thousands of standards-aligned lessons that have been vetted by educators and subject area experts.

Sharing the Power, 2nd ed.
Your district colleagues created a document filled with suggestions for making a collaborative connection with classroom teachers and suggested lesson plans that you can use as is or adapt to create your own lessons. This document can be found in the Edmodo BPS Media Specialists’ Information Exchange in the “Resources” folder. Although this document is somewhat dated at this point, you may still find it useful to spark your own ideas for lessons.

S.O.S. for Information Literacy
S.O.S. for Information Literacy is a dynamic web-based multimedia resource that includes lesson plans, handouts, presentations, videos and other resources to enhance the teaching of information literacy.
www.informationliteracy.org/

Elementary Curriculum Suggestions
Elementary media specialists are typically on the activity wheel at least part time. During their class time, they should teach basic library, technology and research skills. Below is a list of some suggested topics to teach. This is not an all inclusive list, but a guideline to get you started. The skills are best taught in collaboration with classroom teachers. Consult with them regularly to see how you can integrate lessons to best support the curriculum.

Kindergarten
Orientation
  - Introduce purpose of Library Media Center (LMC) staff/facility/public library
  - Introduce LMC etiquette
  - Introduce book check out and return procedures
  - Introduce proper care of books

Basic Library Skills
  - Resources for personal reading, listening and viewing (fiction/non-fiction, magazines, newspapers, audio CD’s, video/DVD)
  - Location of picture books and nonfiction books
  - Using call numbers to locate books
  - Parts of a book (cover, spine, book jacket, title page, table of contents, call number, etc.)
  - Function of the author, illustrator, publisher, call number, cover, book jacket, spine
  - Locating information using alphabetical order

Literature
  - Develop creative products in a variety of formats (responding by drawing, create an extension to the story, Reader’s Theater & Storytelling, Puppetry, Graphic
Organizers
Introduce book awards- Caldecott and Newbery

Research/Research
Explore resources to locate information (part of FINDS- Investigate)

Technology
Parts of the computer
Uses for the computer, including proper use
Cyber safety (2 lessons per year are required)
Technology vocabulary
Logging on and off of a computer
Opening and closing a program
Introduction to the keyboard and keyboarding practice

First Grade
Orientation
Review purpose of Library Media Center (LMC) staff/facility/public library
Review LMC etiquette
Review book check out and return procedures
Review proper care of books
Review location of fiction and nonfiction books in the library

Basic Library Skills
Fiction vs. Nonfiction
Using shelf labels to locate areas in the LMC
Resources for personal reading, listening and viewing
Using call numbers to locate books
Review parts of the book
Review function of author, illustrator, publisher, call number, cover, book jacket, and spine
Locating information using alphabetical order (to the 2nd or 3rd letter)

Literature
Identify who is telling the story at various points in the text
Describe characters, settings and major events in story using key details
Identify vocabulary from stories using context clues
Develop creative products in a variety of formats
Retell details from story
Review book awards- Caldecott and Newbery

Reference/Research
Review exploring resources to locate information (part of FINDS- Investigate)
Introduce age appropriate dictionary
Introduce atlas/basic map reading

Technology
Review parts of the computer
Review uses for the computer, including proper use
Cybersafety/Cyberbullying (2 lessons per year are required)
Review technology vocabulary
Beginning keyboarding skills

**Second Grade**

Orientation
- Review purpose of Library Media Center (LMC) staff/facility/public library
- Review LMC etiquette
- Review book check out and return procedures
- Review proper care of books
- Review location of fiction and nonfiction books in the library

Basic Library Skills
- Review fiction vs. nonfiction
- Review using shelf labels to locate areas in the LMC
- Review resources for personal reading, listening and viewing
- Review using call numbers to locate books
- Review parts of the book
- Review function of author, illustrator, publisher, call number, cover, book jacket, and spine
- Locating information using alphabetical order (to the 2nd or 3rd letter)

Literature
- Identify vocabulary from stories using context clues
- Model point of view

Reference/Research
- Review exploring resources to locate information (part of FINDS- Investigate)
- Review age appropriate dictionary skills
- Review atlas/basic map reading
- Introduce age appropriate thesaurus
- Introduce age appropriate encyclopedia
- Text features (table of contents, glossary, captions, bold print, italics, photos)

Technology
- Review parts of the computer
- Review uses for the computer, including proper use
- Cybersafety/Cyberbullying (2 lessons per year are required)
- Review technology vocabulary
- Introduce the electronic card catalog (OPAC/Destiny)
- Search by keyword, title, author and subject
- Keyboarding skills

**Third Grade**

Orientation
- Review purpose of Library Media Center (LMC) staff/facility/public library
- Review LMC etiquette
- Review book check out and return procedures
- Review proper care of books
Review location of fiction and nonfiction books in the library
Review fiction vs. nonfiction (arrangement and definition)
Review using shelf labels to locate areas in the LMC
Review resources for personal reading, listening and viewing
Review using call numbers to locate books
Review parts of the book
Review function of author, illustrator, publisher, call number, cover, book jacket, spine

Basic Library Skills
Locating information using alphabetical order (to the 3rd letter)
Literature
Review developing creative products in a variety of formats
Theme
Point of View (author & character - distinguishing own point of view for narrator and Characters)
Identify vocabulary from stories using context clues
Compare and contrast themes, settings and plots by same authors or similar Characters

Reference/Research
Introduce the concept of copyright using copyright date to determine currency of materials
Introduce the concept of copyright and plagiarism
Introduce citing of sources (title and author)
Introduce skimming techniques (Skim & Scan)
Introduce the difference between main and sub-headings
Introduce almanacs
Review text features (table of contents, glossary, captions, bold print, italics, photos)
Introduce text features: index, sidebar, maps, graphs, etc.
How to select proper resources
Introduce all five steps of the FINDS Research Model

Technology
Introduce internet searching and online database searching (GaleNet/Kids InfoBits, World Book, etc.)
Review OPAC/Destiny, searching by keyword, title, author and subject
Review parts of the computer
Review uses for the computer, including proper use
Cybersafety/Cyberbullying (2 lessons per year are required)
Review technology vocabulary
Keyboarding skills

Fourth- Sixth Grades
Orientation
Review purpose of Library Media Center (LMC) staff/facility/public library
Review LMC etiquette
Review book, check out, and return procedures
Review proper care of books
Review location of fiction and nonfiction books in the library
Review fiction vs. Non-fiction (arrangement and definition)
Review using shelf labels to locate areas in the LMC
Review resources for personal reading, listening and viewing
Review using call numbers to locate books
Review parts of the book
Review function of author, illustrator, publisher, call number, cover, book jacket, spine
Review locating information using alphabetical order (to the 3rd letter)

Basic Library Skills
Principles and rights of Intellectual Freedom
Literature
Compare and contrast
Theme
Meaning of words
Genre
Analyze how visual and multimedia elements contribute to meaning, tone or beauty of text

Reference/Research
Main and sub-headings
Review almanac, atlas, dictionary, encyclopedia, thesaurus
Review FINDS
Review copyright and plagiarism
Bibliography
Verifying information from more than one source
Evaluating resources

Technology
Internet searching and online database searching (GaleNet/Kids InfoBits, World Book, etc.)
Review OPAC/Destiny, searching by keyword, title, author and subject
Review parts of the computer
Review uses for the computer, including proper use
Cybersafety/Cyberbullying (2 lessons per year are required)
Review technology vocabulary
Keyboarding skills
Use of online magazines and newspapers
Secondary Curriculum Suggestions

One of the greatest challenges in assuring the acquisition of information and technology literacy skills by students at the secondary level is the variety of teachers students have in grades 7-12. Depending on their class schedule, students’ exposure to these skills can be extremely inconsistent. Despite these challenges, the media specialist should serve as a leader and facilitator in school-wide planning for information and technology literacy immersion for all students.

It is helpful to work with your departments/grade levels to create an overview of which skills will be addressed in which area. For instance, you may try and address in-text citations through the English department or cybersafety through the Science department.

Use professional judgment according to the protocols and needs at your school site as to when/how these lessons are taught. By graduation students should have the following skills (including, but not limited to):

Orientation (for 7th and 9th grade; other grades as needed)
- Review library policies and procedures
- Review OPAC/Destiny to find and locate materials
- Review any Reading Motivation software access and procedures

Reference/Research
- FINDS Research Model
- Plagiarism
  - definition and consequences
  - practice summarizing
  - practice determining what constitutes plagiarism
- MLA (or APA) Formatting for Research Papers
  - Works Cited
  - Citing images
  - In-text citations
  - Format of Paper (margins, headings, etc.)
- Note-taking, paraphrasing and synthesizing
- Source Evaluation (website, print, and databases)

Media Literacy and Critical Thinking
Cybersafety/Cyberbullying (2 lessons per year are required)
Presentation and technology tools
Instructional Support

Progress Monitoring
Ongoing Progress Monitoring is an assessment system that provides teachers screening, diagnostic, and progress monitoring information that is essential to guiding instruction. At this time Florida Assessments for Instruction in Reading (FAIR) is the tool used to obtain specific information about the student and the classroom. The Library Media Specialist can use this data by collaborating with the classroom teacher to plan instruction on reading and listening comprehension, vocabulary, spelling, phonemic awareness, phonics, and fluency. Becoming an active member of the Reading Leadership Team, being aware of current practices, and taking an active role in staff development are a few ways that the LMS can support instruction.

Other online tools to support Curriculum
- Florida Center for Reading Research  [http://www.fcrr.org/]
- Discovery Streaming- access to online curriculum-related videos  [http://streaming.discoveryeducation.com/]
- Teaching Books- curriculum guides and activities for thousands of books and author/illustrator interviews  [www.teachingbooks.net]
- Teacher’s Domain- access to free digital media resources  [http://www.teachersdomain.org/]
- Library of Congress- online access to primary documents, lesson plans and activities  [http://www.loc.gov/teachers/]
- Florida Electronic Library- resources for students and teachers, sponsored by public libraries  [http://flelibrary.org/]
- Florida Virtual School- links to a variety resources  [http://library.flvs.net/home.htm]

Literature Based Instruction
In an outstanding library media program literature appreciation instruction and activities are systematically embedded into the instructional program.

READS
Literature and reading promotion guidelines created by the Florida Department of Education. READS is an acronym for
Read as a personal activity
Explore characteristics, history, and awards of creative works
Analyze structure and aesthetic features of creative works
Develop a literary-based product
Score reading progress
Link to READS  [http://www.fldoe.org/BII/Library_Media/reads.asp]

Strategies for Reading Comprehension
Reading comprehension is an important component of reading instruction and can easily be integrated into library media activities. Here are websites to assist you with planning lessons.
- Reading Quest  [http://www.readingquest.org/strat/]
- Florida Center for Reading Research (FCRR) Student Center Activities  [http://www.fcrr.org/curriculum/SCAindex.shtm]
- Spelling City (a free website for vocabulary activities)  [http://www.spellingcity.com/]
Collaboration

In an outstanding library media program there is evidence of collaborative development, implementation and assessment of instructional lessons and units in both the LMC and classrooms.

Media specialists are expected to initiate collaboration meetings with classroom teachers. Recommendations include:

- Schedule meetings with departments/teams each quarter or semester.
  - Use meetings to gather information about research projects, units, & special activities
- Create a tentative calendar/schedule of when research projects and/or literary activities will occur.
- Schedule individual meetings with teachers to collaboratively plan specific projects. Note: The collaboration lesson plan template in the Documents section may be helpful
  - Define time frames
  - Define student outcomes and objectives
  - Identify co-teaching responsibilities
- Create lesson materials and locate resources for students to use
- Schedule class time in media center for events/activities/lessons.
- Collect assessment data about collaborative lessons.

There are a number of websites that can help you with collaboration:

- Thinkfinity: [http://www.thinkfinity.org/?q=about-us](http://www.thinkfinity.org/?q=about-us)
- Eduscapes: [http://eduscapes.com/sms/overview/collaboration.html](http://eduscapes.com/sms/overview/collaboration.html)

Media Specialists have regular opportunities to collaborate with each other and improve their craft throughout the school year. Some of these include:

- Media PLC meetings
- Contact Day meetings
- BAME meetings
- Mentor days/meetings
Reading Promotion

In an outstanding library media program the importance of reading and literacy is evidenced through LMC publications, promotions and activities.

National Literacy Events

National Award Lists
Literature based instruction can easily be correlated with National Book Awards. Here are some recommended sites for award winning books.

- American Library Association Book and Media Awards
  http://www.ala.org/ala/mgrps/divs/alsc/awardsgrants/bookmedia/index.cfm
- Caldecott Award
  http://www.ala.org/ala/mgrps/divs/alsc/awardsgrants/bookmedia/caldecottmedal/caldecottmedal.cfm
- Coretta Scott King Award
  http://www.ala.org/ala/mgrps/rts/emiert/cskbookawards/index.cfm
- Newbery Award
  http://www.ala.org/ala/mgrps/divs/alsc/awardsgrants/bookmedia/newberymedal/newberymedal.cfm

National Children’s Book Week
The joy of reading and children’s books are celebrated during National Children’s Book Week. For ideas and activities go to the website at http://www.bookweekonline.com/

Read Across America Day
This event takes place in early March of each year to celebrate the birthday of Dr. Seuss. Information and updates on the event may be found on the website. www.nea.org/grants/886.htm

Banned Books Week
This event, in September, celebrates the freedom to read. Frequently challenged books and websites are featured. For more information, go to the website: http://www.bannedbooksweek.org/

Teen Read Week
This is an opportunity in October to celebrate teens and reading, sponsored by Young Adult Library Services Association (YALSA). Visit the website at http://teenreadweek.ning.com/

Picture Book Month
November offers a chance to celebrate reading picture books. This event is sponsored by the American Association of School Librarians (AASL). More information is found at: http://picturebookmonth.com/

School Library Month/National Library Week
April is the month to focus on school libraries and the services they offer. Visit the AASL website for more information: http://www.ala.org/aasl/slm or the ALA website for National Library Week: http://www.ala.org/conferencesevents/celebrationweeks/natllibraryweek

National Poetry Month
The Academy of American Poets hosts National Poetry Month each April. Their website is http://www.poets.org/page.php/prmID/41. An Internet search for “national poetry month” will provide resources for any age level.
**State and Local Literacy Events**

**Florida Teens Read (FTR)**
Florida Teens Read is a list of 15 titles that have been chosen by a committee of media specialists specifically to engage high school students (grades 9 through 12). Books are chosen to reflect their interests as well as represent a variety of genres, formats, reading levels, viewpoints, and ethnic and cultural perspectives.

Teens are encouraged to read at least three of the titles on the current list. Brevard Public School students have the opportunity to discuss the books with other students across the county using the FTR blogs. Discussion prompts and a summary of each book is provided on the blog. Easy to follow directions are on the page. Links to the most current blog site can be found on the media Edmodo page or by contacting the district media resource teacher. Brevard also hosts a county-wide FTR book club event (usually at two different sites) where students across the county who have been blogging can meet face-to-face and discuss the books. Each media specialist decides the requirements for their students to attend the celebration.

In the spring each year a link will be available on the FAME web page for students to vote for their favorite book. Membership to FAME is a requirement to access FTR supplemental documents and to submit votes. The winner will be posted on the FAME website (http://www.floridamedia.org) in early May. See the FAME website for the current list of titles.

**Sunshine State Young Readers’ Award Program (SSYRA)**
The Sunshine State Young Readers’ Award Program consists of two lists of 15 titles each that have been chosen by a committee of thirteen media specialists specifically to engage elementary and middle school students (grades 3-5 and grades 6-8) and reflect their interests as well as represent a variety of genres, formats, reading levels, viewpoints, and ethnic and cultural perspectives. This program is co-sponsored by FAME and the School Library Media Services Office of the Department of Education.

The program is designed to encourage students to read for fun and personal satisfaction and to introduce them to some high interest contemporary literature. Students who have read at least three books from the list are eligible to vote for their favorite. Voting results should be submitted online by mid-April and the results are announced in May.

Information about SSYRA is sent to schools at the beginning of each school year. Information can also be found at the FAME website: http://www.floridamedia.org. A celebration of these books is held at the district Book Bash events each spring.

Online resources for SSYRA are password protected and are only available to members of FAME.

Brevard Public School students have the opportunity to discuss the SSYRA books with other students across the county using the SSYRA blogs. Discussion prompts and a summary of each book is provided on the blog. Easy to follow directions are on the page. Links to the most current blog site can be found on the media Edmodo page or by contacting the district media resource teacher. Curriculum ideas for the current books may be found on the Brevard media specialists’ Edmodo page or on the FAME website.
Book Bash
Each spring, upper elementary students (3rd-5th) and middle school students (6th-8th) have an opportunity to participate in an inter-school gathering called Book Bash. This is an opportunity for readers to celebrate the Sunshine State Young Reader’s Award books through a variety of activities involving comprehension, art, & drama. Year-long promotion of the books at individual schools encourages school-wide reading. Interested schools should contact the District Media Resource Teacher for details. See the Documents section of this handbook for tips and suggestions for participating.

Discovering Quality Literature
Discovering Quality Literature Day is held once a year, in the spring, at the district level for elementary schools. Individual schools may submit two books per grade level to this competition. Two books from Exceptional Education students may also be submitted. Student works are evaluated on type of genre, writing skills, and content. Individual schools may choose to expand on this event by holding a Discovering Quality Literature Day at their school.

Celebrate Literacy Week, Florida!
Brevard participates in the state’s reading initiative, Celebrate Literacy Week, Florida, each January. Media Specialists, Administrators and Reading Coaches typically collaborate to plan events to occur during that week to promote reading. Each school is required to create and submit a Literacy Plan. Activities sponsored by the state typically include a Public Service Announcement video contest, Million Minute Reading Challenge, as well as other activities. For more information, visit the Just Read, Florida! website: http://www.justreadflorida.com/.

Florida Reading Association Children’s Book Award (FRA)
Brevard elementary schools have the opportunity to participate in the annual Children’s book award contest sponsored by the Florida Reading Association. Eight titles are selected annually by a state committee to be used as read-alouds for Kindergarten through second grade the following year. Media Specialists typically collaborate with classroom teachers to plan when to read each book, to create enrichment activities for both the library and classroom, and to schedule voting. A team of Brevard media specialists creates lessons for each FRA book that include common core standards and 21st century skills. The team shares these lessons during the fall media contact meeting and posts them on the media specialist Edmodo page.

Each student participating in grades K-2 can vote for his/her favorite FRA book. Voting takes place after students have read/heard at least 5 of the 8 titles. Voting results are submitted online by the media specialist in mid-April and the results are announced each May on the FRA website. More information can be found at the FRA website.

Reading Promotional Programs
Many schools use reading promotional programs such as Accelerated Reading and Reading Counts. These programs provide computer-based tests for students to take and assess their understanding of books they have read. Some schools build motivational programs based on quizzes taken and/or points earned. You can find out more about these programs at the following websites:

- Accelerated Reader: http://www.renlearn.com/ar/
- Scholastic Reading Counts: http://www.readingcounts.com
Guidelines for the Use of Accelerated Reader and Scholastic Reading Counts Programs

Multiple research studies and scores of local accounts demonstrate that participation in the Accelerated Reader and Reading Counts programs increases students’ reading motivation. Involvement of classroom teachers, media specialists and parents helps to guide our students to appropriate reading selections, whether or not the titles are associated with reading tests in these commercial programs. Because we recognize the importance of creating lifelong readers, we encourage adherence to the following research based recommendations related to the use of Accelerated Reader and Reading Counts.

-Brevard Public Schools District Library Media Advisory Committee, October, 02

- **Expand the choices** of book titles. Allow students to read above and below their assigned/tested reading level.
- **Include non-fiction titles and non-AR/RC fiction books** as student options. Use a different measure of assessment for these books. i.e.: art work, a book review, an advertisement for the book-written or oral.
- **Encourage the reading of all types of books**. Teachers and media specialists give book talks for books that are not in the AR/RC testing program.
- **Include the cross-curricular** reading component, again using AR and non-AR titles. Use media center books to enhance instruction in all content areas.
- Develop **individual reading goals**, rather than gauging only the number of points earned. Develop programs that expand the emphasis from simply monitoring the AR test points earned but to critically evaluate the students’ comprehension percentage. Also, take in to consideration the number of books/pages read and the number of minutes spent reading. **Stress READING rather than points or reading levels.**
- When using AR tests, choose the **Literacy Skills Tests** whenever possible.
- **Develop classroom goals, media center goals, and school-wide reading goals.** Post room totals, school totals, instead of individual student point totals.
- **Precede all reading assignments with a focus and use a follow up activity** beyond the AR/RC test. Help students read for a purpose, i.e.: define the character traits of the protagonist. Follow up with a writing assignment of a brief summary, a play, a poster, or small group discussion activity.
- **Have rewards for reading tied to reading behaviors.** Instead of giving food or toys, give a reward that emphasizes the importance of reading. For example, give a pass to the library, give a book, give a gift certificate to the book store, allow students to give a book talk on the morning announcements.
- **Include parents in the process.** Give a copy of the open letter to parents addressing media center programs (Access to Resources and Services in the School Library Media Program.) Share the AR/RC lists online.
- **AR/RC student grade.** The AR/RC component should count as no more than one major assignment within the total reading grade per nine weeks. These are motivational reading programs that constitute only a minor part of a student’s reading program. Use them to evaluate the single independent reading component of a student’s reading grade. Another option for credit is to allow extra credit or bonus points for completed AR/RC reading materials.
- **Consider the interest level** when establishing reading requirements in these programs. The interest level reflects the age-appropriateness of the book.
- **Consult** the Libraries and Literacy guide and your district resource teacher for details on developing student literacy.
Summer Reading Programs

Research shows that students lose much of the school year’s progress if they do not read over the summer months. There are many opportunities for students to participate in summer reading programs that will help motivate them and keep their brains sharp and ready for the new school year. Information about summer reading should be sent out to students at the end of each school year and added to your media web page(s). You may wish to work with your literacy coach, if your school has one, or the literacy team at your school, to plan a Summer Reading Rewards program. For example, students could read a certain number of pages over the summer to attain particular reward levels.

The following list includes several opportunities offered during the summer.

- **Just Read, Families**, a Florida initiative - [http://www.justreadfamilies.org/](http://www.justreadfamilies.org/) - Students can register and pledge to read this summer with First Lady Ann Scott. Website also includes information about summer reading loss and a list of suggested reading.
- **Ride the Reading Wave**, a BPS District program. See the Parent portal under “Sunny Summer Reads” for more information and suggested reading lists.
- **Scholastic Summer Reading Challenge** [www.scholastic.com](http://www.scholastic.com)
- **RIF Calendar of Reading activities** [http://www.rif.org/us/literacy-resources/activities/monthly-activity-calendars.htm](http://www.rif.org/us/literacy-resources/activities/monthly-activity-calendars.htm)
- **Barnes & Noble Summer Reading Program** [www.bn.com](http://www.bn.com) or contact your local store
- **Pizza Hut Summer Reading Program** [http://www.bookitsummer.com/](http://www.bookitsummer.com/)
- **Public Library** Check with your local public library for information about their summer reading incentives and special programs. Help publicize them, if possible, on your web page.
TV Production

Television production programs may be the responsibility of the Library Media Specialist or another designated teacher at your school site. Such programs combine language arts, visual arts, critical thinking, and creativity to produce a real world product. The writing of scripts requires research, the distinguishing of fact from opinion, and the development of expository and persuasive techniques. Computer graphics, animation and teamwork provide an authentic learning experience and teach students to recognize how our society is currently using mass media.

A global e-mail list found on the Microsoft Outlook global list of our county e-mail, TV Production Staff, is provided for communication among TV production teachers.

Jim Harbin Student Media Festival
FAME sponsors the Jim Harbin Student Media Festival to encourage students of FAME members to communicate through media production and to recognize and reward outstanding presentations. K-12 student presentations are initially submitted and judged within Brevard County. Top productions within Brevard then are submitted to the regional festival. Winners at the regional level progress to the state level, where their producers are honored for their outstanding media productions at an awards ceremony at the FAME Annual Conference. For further details, including rules and procedures, visit http://www.floridamedia.org/displaycommon.cfm?an=1&subarticlenbr=106.

Another helpful site maintained by fellow Florida media specialists is http://www.schooltv.com
Collection

The library media program provides appropriate, accurate and current resources in all formats to meet the needs of the learning community. In an outstanding library media program there is extensive evidence of current resources (print, non-print, & electronic) that are very responsive to curricular and recreational needs. These resources also reflect the school’s cultural diversity.

Acquisition

Objectives of the Selection Process
The responsibility for the selection of instructional materials rests with the certified school library media specialist. The selection of media is a continuous and cooperative process involving administrators, staff, students and parents. The primary objective of instructional materials and equipment shall be to enrich, support, and implement the educational program of the school. As the center of the educational program, the LMC provides materials and services that meet academic, technical, personal, and social needs of the school community.
To this end, the School Board of Brevard County subscribes to the principles laid down in the Library Bill of Rights and affirms that it is the responsibility of the school library media center to support these principles.

The objectives for Selection are:

- To make available a wide range of materials on varying levels of difficulty with a diversity of appeal compatible with the different needs, interests, and viewpoints of students and teachers.
- To provide materials which strengthen and enrich the school’s instructional program.
- To provide materials that will stimulate growth in literary appreciation, aesthetic values, and ethical standards.
- To provide materials representative of the many religious, ethnic, cultural, and language group, and of their contribution to the heritage and culture of America and the world.
- To place principle above personal opinion and reason above prejudice in the selection of materials appropriate for the users of the school library media center.

NOTE: The district does not maintain a list of approved books or videos. Rather, the objectives and criteria for selection should guide the certified library media specialist in collection development.

Criteria for Selection
Materials considered for purchase are selected on the basis of the following criteria:

- Favorable review in a reputable, unbiased, professionally prepared selection aid.
- Overall purpose and need in relation to the curriculum.
- Educational significance.
- Quality of writing and production.
- Readability and user appeal.
- Reputation of the publisher/producer, author/artist, etc.
- Valid, accurate, objective, up-to-date, and appropriate information.
Areas that Require Special Consideration

- Religion – factual media which represents all major religions.
- Ideologies – factual information or philosophy which exerts a strong force in society.
- Sex Education – factual information appropriate for the age group or related to the school curriculum. (Reference Florida School Code 1006.34(2)(b) Standards for Selection)
- Science – factual information about medical and scientific knowledge.
- Profanity – use of profanity does not automatically disqualify a selection. Effort is made to exclude media using profanity in a lewd or detrimental manner.
- Sex – pornographic, sensational, or titillating material is not included, but the evidence of sexual incidents appearing in the media does not automatically disqualify its use. (Reference Florida School Code 1006.34(2)(b) Standards for Selection)

Effort should be made to keep the media current, comprehensive, and include media that reflects rapidly developing instructional technologies.

Selection Aids
Selection aids are available on the web and through the Media Resource Teacher. They include, but are not limited to:

- Follett’s Titlewave, Mackin or other jobbers
- Booklist
- Bulletin of the Center for Children’s Books
- School Library Journal
- Library Media Connection

For further information on selection: www.eduscapes.com/sms/access/selectiontools.html#2

Processing

- Check shipment against invoice and/or packing slip and requisition. Missing materials may be back-ordered, temporarily out of stock, canceled, etc. Check materials for completeness and condition. When the order is complete, notify the school bookkeeper, according to her preference (email, initially packing slip, or...)
- Typically, materials are ordered completely processed by vendors to include bar codes, spine labels, mylar jackets or laminate, and MARC data, received either by electronic download or on CD. When a vendor-processed order is received, the local media center should write the bar code number (or affix secondary barcode label), in the back cover of the book, along with stamping the book on the title page, and a few other strategic locations, with the library name.
- If local cataloging and processing is required, materials, print and non-print, are assigned a Dewey classification number or letter and a bar code number. The designation for media should follow the ALA guidelines.
- Processing supply companies, such as Vernon, Demco, and Brodart are listed in the acquisition section of Resource Management.
Inventory

The State Department of Education requires each school to conduct an annual inventory (State Statute Chapter 274.02), which provides a detailed account of the total numbers of print, non-print and instructional equipment in a school. This can be done at whatever time is most convenient, without having to shut down the library media center.

Schools that have a handheld scanner find it is very helpful with inventory. Schools that have not yet acquired a scanner (the Dolphin 7100 or corded 5100 or the Panther) may arrange to borrow one from the district Media Resource Teacher. Do this well in advance, since the scanner is shared with many schools. When the inventory has been finalized, hard copies are filed for later reference. Materials are examined for repair or replacement in the inventory process. Often, major weeding takes place at this time. Generally, ordering new materials follows inventory.

Inventory functions within Destiny are found under the **Back Office** tab. If you’ve never completed an inventory, see your Brevard mentor and/or attend an after-school district workshop. Additionally, the “How Do I?” Link on each Destiny screen, as well as the instructional videos accessed via the “Help” menu, provide step-by-step instructions.

**Best Practices for Inventory**

- Create a schedule (who, when, what part of the collection).
- Prepare the collection (return items to proper place, set aside items that have been inventoried, and do not catalog new items in a section currently being inventoried).
- Prepare your equipment.
- General Information on the Inventory process
  
  [http://www.eduscapes.com/sms/program/inventory.html](http://www.eduscapes.com/sms/program/inventory.html)

**Collection Analysis**

Several “Jobbers” (companies which sell books and other resources from a large number of publishers, along with providing special ordering services) offer free collection analysis. Two examples are **Follett’s Titlewise** and **Mackin’s Collection Analysis Plus Solutions** (www.mackin.com). Titlewise analysis is built into the Destiny software program. Under Catalog, select **Titlewave** * from the left nav. See *To upload your collection for analysis click here*. Your report will appear in the Job Manager within Back Office, and you will also receive an email concerning your analysis. Collection analysis programs examine your collection’s age and percentages by section. They also have links to suggested replacement titles in **Titlewave** for updating your collection.
Weeding

In an outstanding library media program there is a planned, deliberate weeding program along with a systematic analysis of the LMC’s holdings. Weeding should be an ongoing process and a commitment to keep an up-to-date collection a priority for the LMS. It is a professional responsibility and a way to learn about your collection. Weeding is selection in reverse or “deselection” and as important to a good collection as purchasing. Weeding is best done:

- Continuously throughout the year, although some choose to weed while doing inventory, to take advantage of ‘hands-on’ time.
- In small numbers at a time.
- In targeted small sections of the collection.
- With support of the principal and library advisory committee.

Criteria for determining what to weed:

- Items which have not circulated in a given time period (five years for most books, 10 years for history books).
- Items which contain dated, misleading, or superseded information.
- Items which no longer support the curriculum.
- Damaged items which cannot be economically repaired.
- AV items which are in such poor condition that they are no longer useful.

Dewey Classifications/Suggested Ages for Weeding

<table>
<thead>
<tr>
<th>Dewey Classification</th>
<th>Suggested Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>000 Generalities</td>
<td>2-10 years</td>
</tr>
<tr>
<td>100 Philosophy</td>
<td>10 years</td>
</tr>
<tr>
<td>200 Religion</td>
<td>2-10 years</td>
</tr>
<tr>
<td>300 Social Science</td>
<td>5-10 years</td>
</tr>
<tr>
<td>400 Language</td>
<td>10 years</td>
</tr>
<tr>
<td>500 Sciences/Math</td>
<td>5-10 years</td>
</tr>
<tr>
<td>600 Technology</td>
<td>5-10 years</td>
</tr>
<tr>
<td>700 Arts</td>
<td>5-15 years</td>
</tr>
<tr>
<td>800 Literature</td>
<td>Flexible</td>
</tr>
<tr>
<td>900 History</td>
<td>15 years</td>
</tr>
<tr>
<td>Biographies</td>
<td>Flexible</td>
</tr>
<tr>
<td>Encyclopedia</td>
<td>5-7 years</td>
</tr>
<tr>
<td>Fiction</td>
<td>10 years</td>
</tr>
<tr>
<td>Reference</td>
<td>evaluate on individual basis</td>
</tr>
<tr>
<td>Periodicals</td>
<td>5 years</td>
</tr>
<tr>
<td>Almanacs</td>
<td>3 - 6 years</td>
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</tbody>
</table>
Discarding Materials (DCR)

When print and non-print materials are weeded from the collection the following steps must be followed:

1. Stamp or write “discard” in a prominent place on the material.
2. Delete from computer records.
3. Mark through identifying bar code labels with a permanent marker.
4. Offer any items that are in good condition to teachers to use in classroom libraries or to your students.
5. Any leftover materials need to be packed in small, easy to lift boxes and sealed securely if sending to the county facility.
6. Complete a DCR-1 form (available from bookkeeper, head secretary or designated personnel) listing the number of cartons. Identify cartons as containing library books only or AV materials. Do not mix library books and materials with textbooks on the same form. Submit to principal for signature.
7. Equipment may not be combined with print or non-print library/media materials on a DCR-1 form. Separate forms must be used. Reference the Brevard County School District website on Acquisition and Disposition of Property at http://www.neola.com/brevardco-fl/search/AP/AP7310.htm

Do not DCR anything that has a property control tag without contacting the point of contact at your school.
Challenge Procedures

Below are grievance procedures concerning instructional materials; including textbooks, library media materials, and supplemental classroom materials.

- These procedures were developed to ensure timely and objective review of materials.
- Only parents/guardians of students, or adult students, currently enrolled in and attending classes in Brevard Public Schools, may file a complaint concerning the use of particular materials.
- Materials will be judged as a whole, not in part. Non-textbook materials must be read by complainant in their entirety before a formal complaint can be filed.
- Challenged materials may be removed from use in the school where the complaint was initiated, only after the formal complaint and committee decision procedures have been completed.

How to handle a challenge:
Before entering into the formal complaint process, attempt to resolve the parental/guardian concern informally at the school level.

School Level: Informal Complaint
If school material is challenged, school personnel should:

- Be positive, professional and calm, recognizing the sincerity of the complaint.
- Attempt to resolve the complaint informally at the time it is received. Listen with empathy.
- Meet with the complainant to explain the materials selection procedures, criteria for selection, and role the material has in the library or classroom.
- Do not remove disputed media when a complaint is made.
- Verify that the child is currently enrolled and attending your school. If so, proceed to the next step. If not, direct the complainant to the appropriate school. (If you have questions, contact your district library media or appropriate subject area resource teacher.)
- When a complaint cannot be informally resolved, explain the established complaint procedure and supply the request form, located in your library media handbook, advise the complainant that the entirety of the work should be given careful personal review prior to form submission.
- Implement the established school level formal complaint procedures as soon as a written request for review is filed.
- Follow the established procedures throughout the entire process.
- Maintain completed written records of all communication about the complaint.
- Adhere strictly to the established procedures.
- Notify the district library media and appropriate subject area resource teacher on the day the complaint is made.
School Level: Formal Complaint:
Follow this procedure only when attempts to resolve the complaint informally were unsuccessful.

1. The complainant completes the “Request for Reconsideration of Materials” form (found in district media handbook). Only parents or guardians of a minor currently enrolled in and attending a District school may file a complaint with that school concerning the use of particular curriculum materials, textbooks and ancillary items, library books, and non-print media. A complaint may be filed only at the school in which the minor is currently enrolled and attending and which contains the material in question.

2. The process **timeline begins** the day on which the principal receives the completed form.

3. On the day the written form is received, the principal **notifies the Associate Superintendent** for Curriculum & Instruction (or designee), the district library media resource teacher, and the appropriate subject area resource teacher that such a review is being done.

4. The **principal appoints a committee** to review the challenged materials. The committee shall include, but not be limited to, the school librarian, principal (or designee), teachers(s), district representative, parent(s) (excluding complainant), and a student from the appropriate grade level or one who is accomplished in the specific subject area (middle and senior high school only). Members of an existing library media advisory committee often fulfill these roles. Each member of the committee receives a copy of the completed reconsideration form and any other information about the material that the committee may want to see.

5. The **entire work** (poem, individual book, section of textbook, video, etc.) shall be reviewed by each member of the committee.

6. The committee shall meet in the sunshine to review the work **within fifteen working days** of receipt of the written Reconsideration Form. A **quorum** of half plus one members must be present at the meeting in order for the committee to make a recommendation. Notification of this meeting will be posted at the individual school and on the school web site.

7. The complainant and the classroom teacher may make an oral presentation (5 minutes maximum) to the committee, if desired by the review committee or the complainant. The complainant and classroom teacher may be present but may not enter the discussion or vote.

8. The committee’s recommendation, which is valid for seven years, affects **only the participating school**. The principal shall state the committee’s recommendation(s) to the complainant in a letter with copies to the committee members, the Associate Superintendent for Curriculum & Instruction and the Area Superintendent. This letter will be written **within five working days** after the committee makes its recommendation(s).

9. If the complainant requests an appeal, this appeal will be made **within 10 working days** after notification of the committee’s decision to the standing district level review committee.
District Level: Formal Appeal
Follow this procedure only when an appeal of a formal School Level decision has been requested.

1. An established standing committee exists to address concerns not settled at the school level. Committee members include the Area Superintendent, a principal and a parent representing the school grade level, the Elementary or Secondary Programs Director, the library media resource teacher and other resource teachers, as appropriate. (Committee member numbers are subject to change.) The objection is recorded on the “Request for Reconsideration of Materials” form. *NOTE: Form is located in the documents section of the handbook.

2. The principal receives the completed form with an appeal request.

3. **On the day** the written form and appeal request are received, the principal notifies the Associate Superintendent for Curriculum & Instruction (or designee), the Area Superintendent, and the district library media resource teacher (committee chair), that such a review is being requested.

4. The **principal appoints representatives from the school** to join the standing district-level committee to review the challenged materials. The committee shall include, but not be limited to the school media specialist, principal (or designee), teachers(s), district media or other appropriate resource teacher, parent(s) (excluding complainant). Each member of the committee will be supplied with the reconsideration form and any other information about the material that the committee may want to see.

5. The **entire work** (poem, individual book, section of textbook, video, etc.) shall be thoroughly reviewed by each member of the committee.

6. The district committee shall meet in the sunshine to review the work within twenty working days of receipt of the written Reconsideration Form. A quorum of half plus one members must be present at the meeting in order for the committee to make a recommendation. Notification of this meeting will be posted at the individual school and on the school district web site.

7. Complainant and classroom teacher may make an oral presentation (5 minutes maximum) to the committee if desired by the review committee or the complainant. The complainant and classroom teacher may be present but may not enter the discussion or vote.

8. The committee’s recommendation, which is valid for seven years, affects only the participating school. The principal shall state the committee’s recommendation(s) to the complainant in a letter with copies to the committee members and the Associate Superintendent for Curriculum & Instruction. This letter will be written within five working days after the committee makes its recommendation(s).

9. The district level reconsideration committee shall review and recommend a particular item only once, unless the grade levels served by the school differ. Should a different school request a school review that proceeds to the district level, the previous committee recommendation will stand for seven years, so long as the grade levels of students served is the same.
Follett Destiny Library Software

Follett Destiny is the online union catalog software we use in Brevard County schools. Each school’s holdings are uniquely coded for ownership within the program, and patrons can search within your school, only, or within the entire district, depending on the patron permissions assigned. The catalog has two ‘faces’: one in more traditional catalog form and another (Destiny Quest) providing a more up-to-date interactive interface which tends to appeal to today’s students.

Support

Workshops in Destiny are offered periodically for Brevard media specialists, usually through after-school PLCs (professional learning communities). Media Mentors can also provide assistance in this area. Additionally, there are links within each section of Destiny called “How Do I?”[upper right] as well as ‘How-To’ videos which are linked via the actual “Help” button [far upper right]. Other information related to Destiny Library Manager can also be found at http://www.follettsoftware.com/library-automation-software. You will need your school’s customer number to access these videos or to contact the Destiny Help Desk for personal assistance. (See attached list of school numbers.) The Follett Destiny Tech Support: number is 800.323.3397. As an alternative, you can use their interactive webpage to email questions or to search their Support database. Finally, if you wish, you can also subscribe to Destiny Listservs, Blogs, and RSS feeds.

Logging In

If Brevard Destiny does not appear automatically on your computer’s desktop (tech hasn’t pushed the URL out to all your school’s users), go to: http://brevard.follettdestiny.com and select your school from the list. The Login button is in the upper right-hand corner. Log-ins have various access levels assigned to them. Access levels are set under the Admin log-in. Contact Gina Clark for your admin log-in information. You only need to log in at that level to assign yourself the Site Admin access level. You will do this by searching for yourself in Patrons, once you have logged in as Admin. There is a Circulation Desk access level which you can assign to your assistant (if you have one). Or you log in at the Circulation Desk as Site Admin (under your name and the personal password you have chosen).

Students log in under their ID numbers (in both user name and password boxes). Staff members log in under their normal district log-in (lastname.firstname), with their employee ID numbers as their passwords.
Beginning of the Year Setup

Each new school year, your Destiny calendar needs to be set up, noting closed days, etc. You will also want to check your library policies (per patron type) and see how these policies are currently set. If you are a new media specialist, you will probably not want to change any policies until you have a chance to see how and why things are currently set up as they are. After you have had some experience in the school (and have spoken with your Brevard mentor, if you’re a new media specialist) you may then want to make adjustments. Make sure your policies encourage, rather than discourage reading. As a general practice, elementary schools do not charge library fines. Additionally, some secondary schools offer a “Can the Fines’ program in which students have the option of bringing in a canned good for the Sharing Center or similar program, as an alternative to paying a book fine. The Back Office tab is where much of your ‘behind the scenes’ policies and configurations are set, along with various patron functions (including uploading student pictures), as well as Inventory and Job Manager.

- To get to the Calendar setup, click the Back Office tab and then select Calendar/Hours from the left menu
- To view your Library Policies, stay on the Back Office tab and select the menu item of that name. The first set of library policies and permissions are set according to the Patron Type (Students, Faculty, etc.) To edit, click the icon of the pencil and paper. (This is true for many of the edit functions within Destiny.) The second tab (upper right in white) is where you set the policies for various Circulation Types (Regular, Reference, etc.) New Patron and Circulation Types can be added, if necessary, by clicking the Patron Type and Circulation Type buttons just under the white tabs (upper right).
- Setting a Ceiling Date for the end of the year: You may wish to set an end-of-the-year due date for students (a ceiling date) right from the beginning so that you don’t forget to do so during second semester. This is the date when all student books will be due (no later than), regardless of when they are checked out (for example, May 10). You can always alter this date later, as desired. To set a Ceiling date: Back Office → Library Policies → Patron Types → Students → click Edit icon (pencil and paper) → add Ceiling date in box → Save

Patrons

Both students and staff are updated regularly (usually daily) by the district, to reflect any changes in the student or personnel database. Media specialists should not add patrons on their own at the school level... The only exception would be the addition of local parents or community volunteers, as needed. At the elementary level, students’ homeroom teachers are imported automatically by the district. At the secondary level, students’ ‘homeroom’ designation is actually their language arts/English teacher. Intensive reading teachers are used when no language arts or English teacher is assigned to that student.
Cataloging

- To add a book (or other resource) to your collection, for which you don’t already own a copy, search Brevard County for the title (either by ISBN or title, etc.). If you find a match in the district (red schoolhouse symbol represents items existing in Brevard), just click Add Copy and complete the necessary information*. For equipment, be sure to include the serial number and Property Number (if applicable) to the Note area. **If you’ve never cataloged before, be sure to attend a workshop on this subject or see your Brevard mentor. Also, it is recommended that you take a cataloging class from a university of your choice.**
- If no matching title exists in the Brevard collection, select a matching Alliance Plus (Follett) record, represented by the blue A+ symbol. Then Add Copy (as above).
- If no matching title exists in either the Brevard (red schoolhouse) or Alliance+ database, refer your cataloging need to one of the district catalogers: Pam Collver, Coquina; Trish Ely, Titusville High; Gina Long; Johnson Middle; Julie Wales, McNair
- *FYI When searching for MARC records for equipment, look for the generic form of equipment, with the Artifact (Arrowhead) material type, with the brand and model following. You may see some assorted types of records related to equipment (with the brand first, for example), due to confusion about formatting these records. Once again, the district catalogers can assist you.

Circulation

Basic check-in, checkout, and renewal functions are found under the circulation tab. Pull up a patron by name or patron barcode (ID number) and scan the items being checked out. Watch the screen to make sure the barcodes scan properly. Materials can be renewed without pulling up a patron’s name beforehand. Just click Renew and scan the item. Click Reset between patrons. **Patron Status** allows you to see all fines and view checkout history. **Copy Status** allows you to view every aspect of a book or other material, including current and recent checkouts. You can place a Hold for a patron by clicking Holds/ILL and searching within your own collection to reserve a book. When the item is returned, Destiny will prompt you that the material is on hold for a particular patron. Patrons cannot place their own holds unless the policies are set accordingly in Back Office.→Library Policies. Most schools do not allow students to place their own holds. For ILL (Inter-Library Loans), see below.

Inter-Library Loan (ILL)

**ILL Guidelines:**

- **All ILL requests must be done via Destiny** (instructions in the following section) and not through the media specialists’ email distribution list.
- Each school will use their discretion (with regard to demand, time constraints, school needs, etc.) regarding whether to approve/decline the loan request. (Be aware that titles in high demand will probably not be loaned.)
- All media specialists participating in ILL should check their “Processing Needed” requests in Destiny daily and respond accordingly.
- Materials should be returned in a timely manner.
- No booksets will be loaned unless media specialists make individual arrangements directly with a neighboring school. Requests should not be sent through the media specialists’ email distribution list.

**How to place an ILL:**
Go to Circulation; click Holds/ILL
Find the patron who wants the item and Add Hold
Type the title and search All Participating Libraries; click go
Choose the record with the most copies available off-site; click “Hold It” next to the Record
Check your request settings; click Save
Choose a school
Use Delivery Method pull-down menu to choose “Ship It”
Click Save
Step-by-step instructions, with screenshots, can be found on the Brevard Media Edmodo page

Processing Daily Holds
Look for the little red flag in the top right corner (Processing Needed). Here you see requests you have made as well as requests made of your school. You will also see your students’ holds from within your own collection.
For requests made of you, choose either Ship It or Decline. (FYI: There are many reasons media specialists may choose to decline a request, so don’t take offense if your request is declined. Just find another school to ask.) Put any item(s) you have agreed to share into a courier envelope and place it in the courier ASAP.
If a book you’ve requested is being sent by another school (school has clicked the Ship It button at their end), it will say En Route. [Until the school clicks Decline or Ship It, the hold will say “pending”].
When item you’ve requested arrives in the courier, pull up the patron (teacher or student who requested the ILL). Click holds. On the far right there will be a green check mark/ILL. Click the green check mark to check the book out to the student.
When an item you have loaned to another school has been returned to you, click “Receive.”
At any point, you can view all ILL requests and also see which students have books checked out from other schools. To see all Hold Requests (from within and outside your school) when the Processing Needed flag and link are not visible, go to Circulation→Holds→View Requests (button upper right)
Some media specialists have chosen to keep a paper and pencil or Word document for backup of ILLs until both they and the district have had more experience with ILL in Destiny.

Reports
Various “library” and “patron” reports are available in Destiny. Look through the list to see which will be the most valuable to you. To save time, you can save the formatting of your reports for future use. Explore this section well at the beginning of the year, so that you know what’s available to you before the need arises. All Reports are sent to the Job Manager, which can be found under the Back Office tab.
Enriched Content Searches

**One Search** is a function of both ‘faces’ of Destiny (standard interface and Destiny Quest) in which patrons can search multiple websites and online databases from within the online catalog. They can also create personalized Resource Lists by clicking and dragging hits. Settings for what websites and databases visible in these searches are found under the Catalog tab→Search Setup. See the instruction sheet in the **Documents** section.

**Standards Search**
An optional subscription which can be purchased from Follett is the Standards Search. This link then appears in Destiny for teachers and media specialists to search both the media center’s collection and One Search by Florida/Common Core standards (currently in progress). See the instruction sheet in the **Documents** section.

**Follett ebooks**
Media specialists have the option of purchasing ebooks as part of their library collection. Ebooks purchased via Follett have many interactive features, including highlighting, note taking, and built-in dictionary functions. Follett ebooks are searchable via Destiny.

> “More than just pages on a screen – Follett eBooks are dynamic teaching tools that enhance learning, both in the library and the classroom. Follett eBooks can be used in two ways: You and your students can access them online from anywhere and make use of the built-in dictionary and integrated search tools. Or, they can download and view eBooks offline, which reserves the eBook for a set circulation period, and allows use of the search, highlighting, note-taking and copy/paste/print features as permitted by the publisher.”

See the instruction sheet in the **Documents** section.

**Follett Shelf**
Follett Shelf provides direct web access to your eResources, as well as access via the Destiny catalog. See the instruction sheet in the **Documents** section.

**Destiny Quest**

In Destiny Quest, students and staff can see the most popular books (top 10) and create personalized lists. They can also see their checkouts and holds under **My Info**. Personalization is only available when patrons are logged in. Otherwise, they may use the catalog as guests. Settings and permissions for Destiny Quest can be found in two places: **Back Office >Site Configuration** (Destiny Quest Options and Search Settings, Top Ten Titles, etc.) as well as the **Access Levels** for Patrons. Access levels can only be changed when you are logged into your school’s site as an Administrator. For help logging in as Admin, contact Gina Clark or your Brevard mentor.

The Destiny Quest hyperlink for your school can be attached to your media center web page. Students and staff find this ‘face’ for our catalog very appealing and interactive. Simply go to your catalog and, without logging in, click the Destiny Quest link from the left sidebar. Copy/paste the URL.
Program Administration

Staff

Job Descriptions
Media Specialist: http://benefits.brevard.k12.fl.us/HR/comp/jds/FY05/bft/Spec-Media.htm
Media Assistant: http://benefits.brevard.k12.fl.us/HR/comp/jds/FY05/1010/MediaAsst.htm

Volunteers
The varied responsibilities and budget cuts have put an increasing demand on school library media specialists and their time. The school volunteer enables the media specialist to be more responsive to the needs of students and teachers.

Volunteers may be utilized in the library/media center in accordance with school board policy. Volunteers must follow the BPS policy before they can assist in the media center. There are two classifications of volunteers: registered and listed. Registered volunteers have been fingerprinted and are can have “unsupervised access to students”; listed volunteers must be under the guidance of a BPS and can only “assist.” Information on current policy may be obtained from the Office of Public Safety at: http://security.brevard.k12.fl.us/volunteers.html


Interested volunteers should fill out an online VIPS application in your school’s front office...

Suggested Activities:
- Assist with library activities/celebrations
- Assist with student book selection
- Check in/out materials
- Read/Listen to small groups
- Copy and laminate materials
- Sort/Deliver overdue notices
- Prepare book displays
- Assist with Book Bash
- Prepare bulletin boards and displays
- Help with book fairs
- Assist with inventory
- Pull, checkout, deliver books for teachers
- Straighten/shelve materials
- Repair books

Library Media Advisory Committee
As you strive to develop and maintain collaborative relationships with your faculty, consider establishing a Library Media Advisory Committee. This group can serve as your ears and eyes and give you feedback about how your program procedures and policies are working to serve your patrons. Also, this is a group that can assist you should you meet a materials challenge. As people who know you and your program, they often provide a knowledgeable support base when the media program is being scrutinized. Consider using this group for providing input into keeping your program visible and positive. Typically, the members of this committee include the media specialist, a couple of classroom teachers (representing different grade level groups), a parent, an administrator and, if appropriate, a student.
Budget and Purchasing

In an outstanding library media program the LMC annual budget is based both the school’s and LMC’s mission, as well as short and long term goals, and is developed with teacher and student input. The LMC staff proactively meets with the administration to explain and justify requests. The budget is adequate to meet needs; state and local funds are represented proportionally; monies from fund-raisers are used to supplement, not supplant, the LMC budget...

The library media specialist should maintain a current record of all budget accounts. The Brevard School District is governed by Florida State Statutes, administrative rules and board policies for the procurement of equipment, goods and services. The policies of the district are set forth in School Board Rules 6320 and 6610 (D). Contact your bookkeeper for current procedures and policy for purchases.

Before purchasing new equipment and materials, library media specialists must contact the schools bookkeeper to assure the vendor is approved. Once the vendor is approved, the media specialist needs to complete a Purchase Request form and give it to the school bookkeeper. (Please know the school bookkeeper needs 3 to 4 days to submit P.O. in order to receive approval. The bookkeeper will secure a purchase order number and submit the order to the vendor. When equipment costing more than $1000 is received, property control issues a district number which must be attached. When such purchases are made from internal accounts the bookkeeper/secretary must request a property control number. If you have any questions or concerns about media funds, vendors, fundraisers, etc...please speak with your school bookkeeper.

School Board of Brevard County Property Records Guidelines

Florida State Statutes, Chapter 274, and The Rules of the School Board of Brevard County, FL, Chapter 6Gx5.601, provide the authority under which we must maintain our inventory records system. Non-consumable items with a cost of $1000 or more must be placed on our property records inventory. State law also requires that this property be inventoried annually.

- **Major Tangible Personal School Property** is any tangible property of a non-consumable nature owned by the Board, which has a value of $1000 or more and a normal life expectancy of one year or more.

- **Minor Tangible Personal Property** is any item that is tangible, of a non-consumable nature, with a life expectancy of one year or more and a value between $5.00 and $999.99. When items are purchased with a cost of $1000.00 or more using a School District Requisition, the purchase will be flagged for a property tag. That tag will be sent to your school or department to be placed on the items as directed. Please provide the correct object code when making any purchase. The object codes that will trigger the system to provide a property tag number will be 621, 641, 643 and 691.
Object Code Description

511 Supplies
530 Media Periodicals (function 6200)
611 Library Books (new library)
612 Library Books (existing)
621 AV Materials – over $1000
622 AV Materials under $1000
641 Furniture, fixtures & equipment - equal to or over $1000
642 Furniture, fixtures & equipment - under $1000
643 Computer hardware - equal to or over $1000
644 Computer hardware - under $1000
691 Computer software - equal to or over $1000
692 Computer software - under $1000

Current updates are available through your bookkeeper.

Theft and Property Damage
Theft and property damage should be handled in accordance with the Vandalism Property Damage and Theft section of the School Security Manual. Property Control personnel will then list these items as stolen on your Property Inventory.

Gifts and Donations
http://www.neola.com/brevardco-fl/
The school library / media center welcomes gifts of books and other materials provided:

- They meet the same standards of selection as those applied to purchases.
- They can be integrated into the general library collection and do not need special housing.
- The school library media center staff may dispose of the gift at its discretion.

The library/media specialist will acknowledge the receipt of the material but does not have the responsibility of assigning a value to it.

Furniture
Media Center furniture should include comfortable seating for leisure reading, as well as furniture for individuals, small groups, and large group instruction. Although decisions and funding related to your main media center furniture will be under the purview of the district, there are smaller items that can be purchased via library supply companies, such as Demco (www.demco.com) and Brodart (www.brodart.com) and Scholastic Resource Center from Scholastic Book Fairs (http://www.scholastic.com/bookfairs/contact/jobs/warehouse.asp). These companies offer smaller furniture items. Be sure, however, that anything you purchase meets the safety standards for use in schools. Environmental Health & Safety’s Fire Safety division can be reached at 617-7792.
**Book Fairs**

Book Fairs may be held in the school or at a bookstore. Volunteers are frequently utilized in the school book fair. Monies collected should be deposited in the school internal accounts and earmarked for the benefit of the media center program. Only school board employee should sign the monies collected form. Some book fairs that are frequently used are:

- Scholastic Consultant  KWoolsey@ScholasticBookfairs.com
- Barnes and Noble  [www.bn.com](http://www.bn.com) or contact your local store

**Fines**

Adherence to these policies indicates the need to continue to allow students access to the library media collection, while still teaching them responsibility.

The library media center staff is charged with encouraging responsible patron behavior by establishing appropriate due dates for return of borrowed materials. In addition, media center policies should be in keeping with School Board policies regarding the safeguarding of library media materials.

*Students shall be held responsible for the cost of replacing any materials or property which are lost or damaged through their negligence.* (Board policy 2520)

*The Board authorizes the imposition of fines for the loss, damage or destruction of school equipment, apparatus, musical instruments, library material, textbooks, and for damage to school buildings.* (Board policy 5513)

When school property, equipment, or supplies are damaged, lost, or taken by a student, a fine will be assessed. The fine will be reasonable, seeking only to compensate the school for the expense or loss incurred.

*The late return of borrowed books or materials from the school libraries may be subject to appropriate fines.* (Board policy 6152) Please note that **overdue fines at the elementary level are not recommended** by the media guidelines.

These School Board policies emphasize the authorization and responsibility of the school officials to attempt to compensate for the loss, damage or late return of library media materials. However, it is important to recognize the restrictions associated with collecting these fines.

*No student shall be denied any educational opportunity because of his/her inability to pay any fee or charge imposed.* (Board policy 6152)

*While all reasonable efforts shall be made to collect for damaged or lost library books or textbooks, under no conditions shall the transfer of a student's cumulative record be delayed or denied for failure to pay any fine or fee assessed by the school. Progress reports to parents (report cards) may not be withheld for failure to pay any fine, fee, or an assessment for lost or damaged books.* (Board policy 8330).
Alternatives to Fines
Students work in the media center. Students can do jobs, based on ability level, to pay off the fine owed. Some examples of jobs are: shelving books, wiping down shelves and tables, pushing in chairs, processing new books, shelf reading.

- Students are put on a payment plan. If the student has snack money, book fair money, etc., they give a portion of that money as payment of the fine.
- Reduce the fine to an amount that is reasonable for the student’s ability to pay.
- Replace the book with a book from home.
- Arrange for student to read to or mentor another student.
- Offer a “Can the Fines” program in which students bring a canned good for a food bank, as an alternative to paying a fine.

Access

An outstanding library media center program provides access to the library media center both before and after school hours, and throughout the school day through the use of flexible scheduling.

Media Center Hours and Scheduling
Media Centers should be available for student and teacher use before and after school and through lunch periods. Access to the media center includes availability to the media center and its resources, student check-out when books are overdue or missing, and proper use of computers.

Flexible class scheduling is ideal for the media center. Having open access to the media center through the day is key to ensuring that students have the books and resources they need. With flexible scheduling, the media specialist can teach classes and collaborate with teachers more easily.

Acceptable Use Policy
The School Board’s AUP policy for students and staff can be found at http://www.neola.com/brevardco-fl/search/policies/po7540.04.htm
Library Media Center Website

*In an outstanding library media program the LMC website is linked to the school’s homepage, is well organized and easy to use, reflects the mission of the program, and provides access to online databases from school and home.*

Every library media center should have a website, which the media specialist is responsible for creating and maintaining.

**Criteria for an outstanding LMS website include:**
- The LMC website is linked from the school homepage and is evident on the school homepage.
- The LMC website is organized to provide access to information to meet student and faculty needs.
- The LMC website reflects the mission of the program and primary program elements: reading, information literacy, and technology.
- The LMC website provides access to online databases from school and home.

If your media center does not currently have a web page, consult with your technology specialist, your Brevard media mentor, or your tech integrator. Also, refer to the district web page specifications at: [www.neola.com/brevardco-fl/search/AP/ap7540.02.htm](http://www.neola.com/brevardco-fl/search/AP/ap7540.02.htm)

Additionally, there are websites that will help you design your website:
- [www.learnnc.org/lp/pages/969](http://www.learnnc.org/lp/pages/969)

At a minimum, the library media specialist can utilize Edline for the media center website. Collaborate with your technology specialist to create a website using Edline. One of the many useful features in Edline is the Email alert, which notify parents, students and teachers of critical new information available at your website. Below are some resources about utilizing Edline:
- [http://techtraining.brevard.k12.fl.us/gradequick/edline.htm](http://techtraining.brevard.k12.fl.us/gradequick/edline.htm)
- [http://techtraining.brevard.k12.fl.us/gradequick/formsTeacher.htm](http://techtraining.brevard.k12.fl.us/gradequick/formsTeacher.htm)
Technology

The Library Media Specialist is responsible for modeling innovative technologies and use of technologies. Some resources to assist you in this responsibility are below.

General Assistance

Technology Integrators’ Website (PAINT):
Everything you ever wanted to know about every aspect of technology at your school. The Training Resources link, in particular is a virtual goldmine. Visiting this website is an absolute MUST.
http://techtraining.brevard.k12.fl.us/index.html

ALA Best Websites (Technology Integration)
http://www.ala.org/aasl/standards-guidelines/best-websites

Technology Tutorials (Eduscapes):
http://www.eduscapes.com/tap/topic76.htm

RM EasiTeach (interactive digital tools and curricular content packs):
http://techtraining.brevardschools.org/hooverj/RM_easiteach.htm

eInstruction CPS (“clickers”):
http://www.einstruction.com/Solutions/K12

Qomo Interactive Tablet:

Property Loans
Equipment and other items borrowed by employees should be properly documented by a signed form. A sample form is located in the Documents section of this handbook. Laptop checkout, in particular, if circulated through Destiny, should also be documented by your tech specialist.

Equipment Repair
When items are out for repair, all schools and departments should keep written documentation of date released for repair and to whom, along with the description and property number of the item. To request equipment repairs contact the Help Desk at:
All items to be picked up for repair should be placed in the school’s designated location.
School Improvement Plan

In an outstanding library media program the LMS actively serves as a member of the School Advisory Council and the library media program is integrated into the School Improvement Plan.

The Library Media Specialist should regularly attend School Advisory Council meetings. The library media program should be integrated into the School Improvement Plan and is an integral part of the school curriculum. Examine the current year’s SIP and highlight all references to the library media program. Create a timeline and regularly check for implementation of related strategies from the plan. If your school has not been included in the SIP in the past, find out who your SIP coordinator is and become involved in any subsequent planning.

Program Evaluation

In an outstanding library media program data and input from a variety of sources is used for making strategic decisions for future Library Media programming.

ExC³EL Rubrics
(Expectations for Collaboration, Collections, and Connections to Enhance Learning)

Here are ExC³EL rubrics to assist you in evaluating your program.


Why do you need to evaluate your Library Media Program?

Evaluation will help you determine if your program is meeting the needs of your school community. [http://www.eduscapes.com/sms/program/evaluation.html](http://www.eduscapes.com/sms/program/evaluation.html)

It is recommended that you submit a circulation report to the school administration at the end of each semester. Meeting with the administrator face to face, discussing the circulation statistics and the effect on instruction will make your program more valid.

This information can then be used for making strategic programming decisions.

Student/Teacher Feedback Survey

It is important to assess the needs of the students and teachers in your school. This can be done through surveys or questionnaires. [Survey Monkey](http://www.surveymonkey.com) and [Zoomerang](http://www.zoomerang.com) are online sites that can be used to create surveys to suit your needs. Google Drive also has a Forms tool that can be used to create a survey. Additionally, Outlook contains a survey tool.
<table>
<thead>
<tr>
<th>Standard</th>
<th>At-Risk (None/Rarely)</th>
<th>Qualified (Some/Sometimes)</th>
<th>Exemplary (Often/In-Depth)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>Collaborates with teachers</td>
<td>Correlates lessons to instructional program</td>
<td>Written policies, goals, objectives</td>
</tr>
<tr>
<td>Curriculum/Assessment Support</td>
<td>Reading promotions, activities, programs</td>
<td>Collaborates with literacy/curriculum team</td>
<td>Provides professional development</td>
</tr>
<tr>
<td>Resource Management</td>
<td>Collection reflects school community needs, input, population</td>
<td>Collection newer than district average</td>
<td>Dewey Decimal System</td>
</tr>
<tr>
<td>Program Administration</td>
<td>Adequately staffed (District Allocations)</td>
<td>Adequately funded (Funds from State, School, and Fundraisers)</td>
<td>Open beyond regular school hours</td>
</tr>
<tr>
<td>Environment</td>
<td>Various types of spaces</td>
<td>Engaging/relevant displays</td>
<td>Actively used</td>
</tr>
<tr>
<td>Advocacy</td>
<td>Meets regularly with administration (program and reports)</td>
<td>Produces promotional materials</td>
<td>Involves community/public library</td>
</tr>
</tbody>
</table>

Notes:
Advocacy

In-School

In an outstanding library media program statistical reports are shared with the administration on a regular basis. Teacher/student policies and procedures are put in written form and distributed. In-house reminders and announcements are distributed on a regular basis. The LMC website is aligned with the curricular and recreational needs of students, and the informational needs of faculty, staff and parents.

Suggested advocacy methods include:
- Statistical reports to administrators (whole group instruction; small group instruction; circulation statistics; classroom teacher assistance; individual student usage, etc.)
- Communication with faculty through newsletters, emails, library media calendar, school news
- Media Center Website links tailored for staff as well as students
- Faculty assistance and support (tech assistance, curriculum-related resources, website suggestions, Web 2.0 awareness/training; small group and individual staff training in info and tech literacy)
- Media Center as arena for school-wide events
- Staff surveys (http://www.surveymonkey.com)
- Use of Promotional Items, such as bookmarks, flyers, banners, posters, etc.
  4 Imprint USA: http://www.4imprint.com/group/182/Library-Outreach-Resources

Parents/Community

An outstanding library media program collaboratively plans parent involvement activities with teachers and administrators. The library media program also works collaboratively with the local public library to provide resources and services to students, teachers, and parents.

Suggested advocacy methods include:
- SAC involvement
- Library Advisory Committee
- Public Library connections (www.brev.org)
- Parent Involvement Activities (speakers, volunteers, tutors, Family Night reading promotion events, etc.)
- Parent/student book clubs
- Media center articles for parents in school newsletters (including online databases, website links, etc.)
- Parent surveys Websites, for example:
  http://www.eduscape.com/sms/advocacy/promotion.html
Florida Power Library School Award

The Florida Power Library School Program is designed to bring recognition to the role that school library media programs and staff play in promoting school achievement. Qualified Brevard media specialists are encouraged to apply for this prestigious designation. Award-winning media specialists and principals will receive a banner and recognition at both the district and state level. The media specialist will be asked to mentor at least one future applicant and the school may serve as a demonstration school.

First-time applicants are required to have at least three years' experience as a media specialist and should be prepared to document successful implementation of the best practices outlined on the ExC³EL Evaluation Rubric. The application process includes the completion of a portfolio, a video, and a site visit. The award must be renewed every three years in order to maintain the designation. The renewal process involves reflections on the growth of the media program during the proceeding award cycle. The FASM website contains application documents, timelines, and other detailed information about the program.
Professional Involvement

Florida MLS Programs

- University of South Florida: [http://slis.usf.edu/](http://slis.usf.edu/)
- Florida State University: [http://slis.fsu.edu/](http://slis.fsu.edu/)

Professional Organizations

Brevard media specialists are expected to maintain membership in professional organizations, including BAME and FAME. They may further benefit from membership in one or more of these additional groups:

- BAME (Brevard Association for Media in Education) [http://brevardmedia.wordpress.com/](http://brevardmedia.wordpress.com/)
- FAME (Florida Association for Media in Education) [http://www.floridamedia.org/](http://www.floridamedia.org/)
- ALA (American Library Association) [http://www.ala.org/](http://www.ala.org/)
- AASL (American Association of School Librarians) [http://www.ala.org/aasl/](http://www.ala.org/aasl/)
- YALSA (Young Adult Library Services Association) [http://www.ala.org/yalsa/](http://www.ala.org/yalsa/)
- NCTE (National Council of Teachers of English) [http://www.ncte.org](http://www.ncte.org)
- BCTE (Brevard Council for Teachers of English) [http://bcteweb.ning.com/](http://bcteweb.ning.com/)
- IRA (International Reading Association) [http://www.reading.org/General/Default.aspx](http://www.reading.org/General/Default.aspx)
- ALSC (Association for Library Service to Children) [http://www.ala.org/everyday-advocacy/](http://www.ala.org/everyday-advocacy/)
- FSTE (Florida Society for Technology in Education) [http://fste.org/](http://fste.org/)

Leadership/Presentation Opportunities

Media specialists are encouraged to participate in leadership opportunities at the school, district, state, and national levels. The strength of the profession depends upon the advocacy of its members, and their willingness to share, model, and lead. Advocacy beyond the school level is also one of the components of the Florida Power Library Program. Opportunities include:

**School Level**
- Lead staff development sessions for faculty, departments, and teams
- SAC Member/Chair/Presentations
- PTO Member/Chair/Presentations
- Committee Involvement/Chair: Technology, Literacy, Common Core Team, Peer Mentor Team, etc.

**District Level**
- Sharing successful lessons/practices at BAME regional meetings
- In-service presentations on Professional Development Days (school & district)
- District-wide curriculum product development (handbooks, guides, blogs, websites, lessons, etc.)
- Present at media PLC meetings
- Serve as mentor to a new media specialist
- Serve on a steering committee for a district-level event (Book Bash, FTR, etc.)
- School Board Presentations
State Level
Presentation at FAME, FETC, or other statewide conference
State Committees (Children’s Book Award, Florida Teens Read, SSYRA, Common Core, Professional Development, etc.)

National Level
Presentation at ALA or other national conference
National Committees

Training/Staff Development

The Office of Staff Development (OSD) is responsible for training and professional growth for all employees in the district. This office assists with re-certification of teachers through in-service credit. The district in-service days are major training days sponsored by OSD. The Brevard County Induction Program for new teachers is coordinated through OSD. The contact person is Peggy Yelverton. For more information, visit the website at http://hr.brevardschools.org/ProfDevelop/Induction/default.aspx

PAINT (Technology Integration)  http://techtraining.brevard.k12.fl.us/
District Technology Integrators serve specific regions of Brevard schools. They assist classroom teachers, media specialists, and administrators

Clinical educator training, (CET), is available as an in-service to all district teachers. This training is required in order for a teacher to supervise a college intern. It is also required of all National Board Certified Teachers. For a schedule of training dates, contact Staff Development Office at 633-1000, ext. 240.

Creating Independence through Student-owned Strategies (CRISS)
CRISS is an inservice which is periodically available through staff development. CRISS training provides a set of strategies to enhance the teaching of reading using principals drawn on concepts of: Background Knowledge, Active Involvement, Discussion, Metacognition, Writing, Organizing Information, and Modeling & Explanation. This is an an excellent inservice for media specialists to take, not only to aid in direct instruction, but also to provide assistance to classroom teachers.

Professional Learning Communities
- Summary/Definition (Richard Dufour; May 2004; ASCD): http://pdonline.ascd.org/pd_online/secondary_reading/el200405_dufour.html
- Solution Tree* (Dufours’ free online resources can be found at this link): http://www.solution-tree.com/Public/OnlineResources.aspx  *Solution Tree is also the ‘home’ of Robert Marzano, (Classroom Strategies That Work)
Copyright

The federal copyright law governs the duplication, distribution, use, and display or performance of all copyrighted materials, including printed matter, audiovisual materials, television programs, and computer software. Violation of the law can subject the violator to legal action by the copyright holder resulting in the levying of fines and/or compensatory damages. Nonprofit status or public ownership do not provide a haven from the law, and public schools are subject to its provisions just as are other agencies and businesses. However, there are exemptions which provide some latitude for the use of copyrighted materials for instructional purposes under the doctrine known as “fair use”. These exemptions, while helpful in facilitating instruction, do not apply for non-instructional purposes, such as reward or motivation.

Board Policy #2531 – COPYRIGHTED WORKS

The Board directs its staff to use copyrighted works only to the extent that the law permits. The Board recognizes that Federal law applies to public school districts and the staff must, therefore, avoid acts of copyright infringement under penalty of law.

In order to help the staff abide by the laws set forth in Title 17 of the United States Code, the Board directs the Superintendent to provide administrative procedures regarding the copying and distribution of copyrighted materials for instructional purposes and for the appropriate use of copyrighted material on the Board's web site.

Because the Board hosts a web site and stores information on it at the direction of users, it is classified as an on-line service provider for copyright purposes. In order to limit the Board's liability relating to material/information residing, at the direction of a user, on its system or network, the Board directs the Superintendent to annually appoint an individual as the agent to receive notification of claimed infringement. A link to the agent's name, mailing address, telephone number, fax number, and e-mail address shall appear on the home page of the Board's web site. Such contact information, along with the appropriate filing fee, shall also be provided to the Copyright Office of the Library of Congress.

Additionally, the agent's name, mailing address, telephone number, fax number, and e-mail address shall be included in the student handbook for each school.

The agent shall be responsible for investigating and responding to any complaints.

17 U.S.C. 101 et seq.

Revised 3/25/03
Revised 4/12/05

Fair Use Principles. Under the fair use doctrine, copyrighted materials may be reproduced without authorization for the purposes of criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research following these general guidelines:

a. PURPOSE AND CHARACTER OF THE USE. The use must be for such purposes of teaching or scholarship and must be nonprofit, not commercial.

b. NATURE OF THE COPYRIGHTED WORK. Staff may make single copies of: a chapter of a book for such use as instruction, preparation for teaching or research; an article from a periodical or newspaper; a short story, essay or poem and a chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper.
c. **AMOUNT AND SUBSTANTIALLY OF THE PORTION USED.** Copying the whole of a work cannot be considered fair use: copying a small portion may be considered fair use if appropriate guidelines are followed. The amount and substantiality of the portion used must be reasonable.

d. **EFFECT OF THE USE UPON THE POTENTIAL MARKET FOR OR VALUE OF THE COPYRIGHTED WORK.** If resulting economic loss to the copyright holder can be shown, making even a single copy of certain materials may be an infringement; and making multiple copies presents the danger of greater penalties, thus, the potential market value of the work should not be affected.

**Media Specialist Responsibilities Regarding Copyright**

The school library media center has a responsibility to make school administrators, teachers, and staff aware of the law and its implications. Further, the library media specialist has an obligation to avoid engaging in activities which may expose the school and the school district to liability and to advise the school administration of any potential violations. The library media specialist should make a point of becoming informed about the law, “fair use”, and the pertinent district policies and guidelines.

**Copyright: © A Guide to Information and Resources** 3rd ed., 2003 by Gary Becker has been distributed to all schools and should be on file in the school library media center. It is also available electronically on the Edmodo Media Specialists’ site and can be accessed electronically at:

[http://blackboard2.brevardschools.org/@@E7D92CD183036E595191BDA954B8E4C4/courses/1/2012.REYNOLDS.001/content/_25668_1/Brevard%20Cty.2cFL%2c%20SC%25onscreen.pdf](http://blackboard2.brevardschools.org/@@E7D92CD183036E595191BDA954B8E4C4/courses/1/2012.REYNOLDS.001/content/_25668_1/Brevard%20Cty.2cFL%2c%20SC%25onscreen.pdf)

**Helpful Copyright Websites**

- Brevard Tech Integrators: [http://techtraining.brevard.k12.fl.us/gradereporting/copyright.htm](http://techtraining.brevard.k12.fl.us/gradereporting/copyright.htm)
- Copyright Advisory Network: [http://librarycopyright.net](http://librarycopyright.net)
- Copyright Free Images
  - [http://www.awesomeclipartfoeducators.com/](http://www.awesomeclipartfoeducators.com/)
  - [http://copyrightfriendly.wikispaces.com](http://copyrightfriendly.wikispaces.com)
Audio Visual Use

Brevard County Public Schools Bylaws and Policies-2540

The purpose of this policy is to establish consistent procedures for the use of AV materials including films, videos, CD’s, etc. for classroom instruction. The instructor(s) bears the responsibility for full compliance with the following policy. (Brevard County Bylaws & Policies 2540)

A. The instructional use of audio visual materials must:
   1. support and be consistent with Brevard County School Board education goals, policies, and specific course objectives
   2. adhere to copyright laws (see Copyright: A Guide to Information and Resources by Gary Becker, previously provided to each school)
   3. Reflect best teaching practices based on age appropriateness and instructional relevance.

B. Audio visual instructional materials must:
   1. withstand a school level review and/or selection process
   2. Undergo close scrutiny prior to use. It is the instructor's responsibility to view and/or listen to materials, assuring compliance with this policy.

C. Videos from outside the school collection must:
   1. have the approval of the principal or designee prior to student viewing
   2. not have the R*, X, or NC-17 rating. The showing of these videos is prohibited in Brevard County Schools. (Reference: F.S. 1006.34(2)(b), 847.012)

The District Audio Visual Use Policy must be included in the teacher handbook and be reviewed annually. New personnel and/or substitute teachers must be apprised of the policy upon assignment to the school. Each school must establish a procedure to ensure compliance with the District Audio Visual Use Policy.

*Requests for exceptions to this policy may be granted by the School Board. Requests must be submitted in writing at least thirty (30) days in advance of the planned viewing. The request must contain the rationale for the exception and be approved by the principal, area superintendent, and Superintendent prior to submission to the Board. If the exception is approved by the Board, parents must grant permission in writing before their child (ren) will be allowed to view the material.

Special note: The district offers no set list of approved videos for school use. Rather, adherence to the above policy determines which videos are appropriate for your student population. Establish and follow your school review process and include written parent permission whenever you find it advisable, particularly if a decision is made to show a film with PG or PG-13 commercial rating.

F.S. 1001.41, 1001.42, 1012.27, 1006.28(3), 1006.29, 1006.41,
Resources for Support

Edmodo

Edmodo is a social networking site similar in layout to Facebook. It was designed for educators to provide a secure, interactive online environment for their classes. It also functions as an online professional learning community. To participate in Edmodo, go to http://brevard.edmodo.com/ to set up your account. You will need your school’s Brevard Edmodo code. If someone at your school does not know your code (your tech specialist, for example), you can email Matt Frey directly.

In order to join a particular group within Edmodo, you will need the group code from the creator of the group. If you are creating an Edmodo group, you will be the one to give the Edmodo-generated code to the others you’re inviting to participate. Gina Clark, district media resource teacher, has created a Brevard Media Specialists group in Edmodo, which contains a variety of subgroups on various topics within our field. Watch for an email from her containing the code or email her directly.

Technology Support Services Repair (TRS)

Supervisor: Gary Beasley 633-3588

TRS can be an excellent resource when you are deciding which type or brand of equipment to purchase, since they know which brands they are able to repair, as well as which hold up well under ‘industrial’ use.

For equipment repair, complete the online TRS Repair form located at the Help Desk website: http://et2.brevardschools.org/helpdesk/onlinerequestforms/default.aspx

These online work order requests are completed by either the media specialist or the tech specialist, depending on procedures in your particular school, for items that need repair: audio visual equipment, computers and peripherals, as well as TV production equipment, and some cabling. Maintenance requests are submitted via your Head Custodian. Once you receive an email that TRS has received and is processing your work order, print the email and attach it to the equipment you are sending in for repair. Some media specialists create a personal folder* in their Outlook programs in which to save emails of work orders and their corresponding work order numbers. This makes it easy to just drag the email into the folder, which is actually saved on your hard drive.

*Be sure that your personal folders are created in the correct section of Outlook so that their files do not use up storage room in your district email folder. See your tech for help, if necessary.

Help Desk

The Help Desk can be searched in the global email directory under “Help Desk”. The phone number is 633-1000 x735. http://et2.brevardschools.org/helpdesk/onlinerequestforms/default.aspx

For most tech questions, you should check with your technology specialist before contacting the Help Desk. He or she may then refer you to the Help Desk. This reduces the number of requests coming in to the Help Desk, since your tech may be able to resolve the problem. However, if your tech specialist is not in the building and the need is urgent, feel free to contact the help desk directly.
District Library Media Resource Teacher

Gina Clark  clark.gina@brevardschools.org  633-1000 x337  Webpage
The library media resource teacher is your advocate, consultant, resource person, trainer, and mentor, all rolled into one. She also maintains the district professional library.

Customer Service:

633-1000 x500
The district maintains a customer service line designed for the community to use. However, school district employees may also call this number with questions or suggestions.

Printing Services

Print Shop Manager: Daren Bolton 633-1000 x785
The print shop can provide you with reasonably-priced printing services for advocacy, instruction, special events, etc. Usually, these costs would need to be paid out of your internal library account.

BPS TV

Our district maintains a television station, on Channel 198, which broadcasts various instructional programs and special presentations, including school board meetings.

FDLRS (East)

Office of Florida Diagnostic & Learning Resources System-ESF
Director: Sharon Tolson 633-100  x540; FDLRS Library x546
http://fdlrs.brevard.k12.fl.us/east/
FDLRS provides various services for teachers of exceptional students, including a resource library, housed at ESF. Any teacher whose enrollment includes an exceptional education student may borrow instructional materials and equipment, as well utilize other FDLRS assistance.

AASL Website
http://www.ala.org/aasl/

Florida Virtual School Library
http://library.flvs.net/home.htm
PGP Development

Tutorials and Help

Learning Strategies
- B.E.S.T. - Brevard Effective Strategies for Teaching; an instructional model consisting of six modules to provide a framework for a level playing ground for the district.
- Marazono’s Nine Instructional Strategies
- CRISS- (Creating Independence through Student-owned Strategies)-Helps students better organize, understand, retain information
- Cooperative Learning Activities- a number of strategies whereby students help one another acquire course content. Students acquire better understanding of course content as they are required to explain topics to others in team.
- Thinking Maps- Thinking Maps® is a language of eight visual patterns each based on a fundamental thought process. http://thinkingmaps.com/

Glossary of Terms
- Differentiated Instruction- A teacher’s response to an individual learner’s needs by differentiating content, process or product.
- Progress Monitoring- For evaluations of student learning provided at specific times throughout the year prior to the final evaluation- teachers use data to adjust their instruction.
- Formative Assessment- A process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes. Students use the results from formative assessment to monitor their own learning. Examples: Think/Pair/Share, Exit Ticket, Hand Signals, Teacher Made Test, Pre-assessment, Journals
- Summative Assessment- are used to evaluate the effectiveness of instructional programs and services at the end of an academic year or at a pre-determined time. The goal of summative assessments is to make a judgment of student competency after an instructional phase is complete. Summative evaluations are used to determine if students have mastered specific competencies and to identify instructional areas that need additional attention. Example- District benchmark or interim assessments, End-of-unit, Chapter tests, End-of-term, semester exams, a final project, State-mandated assessments- the FCAT/PARCC,
- Qualitative Data- Gathers information useful for studies in finding out the ways in which people think or feel. Qualitative data is subjective in nature; data can be observed but no measured. Examples-, surveys, exit slips, reflections, discussions, student log, interactive notebooks,
- Quantitative Data- Gathers data in numerical form which can be put into categories, in rank order, or measured in units of measurement. Examples- Benchmark tests, AR/AC, Chapter test, Running Records, pre/posttests, FCAT
- Stretch Goal- A goal set by a teacher designed to significantly impact instructional practices and ultimately influence the students’ performance. “What do I want to do to improve my professional practice and increase student achievement?” Have research to support goal. Be sure to include School Improvement Plan/Goals when writing the stretch goal.
- Rationale- “What data do I currently have to validate the significance of working on my stretch goal?” Use data from three or more sources. Use Qualitative and Quantitative data.
Questions to ask yourself when writing PGP

Is my PGP connected to quantitative and qualitative data?
Have I defined specific student outcomes?
Are my strategies action-orientated and sustainable?
Is there a clear connection of my strategies to my professional growth goal?
Are my learning strategies and professional development influence change in my instructional practices?
Are my timelines realistic?
Do my strategies indicate new or improved practice that aligns with B.E.S.T.?
Do I have evidence of feedback or reflection on progress to support my PGP goal?
Have I planned for feedback from peers, and administration (total of 3)?
Philosophy

Mission Statement

The mission of the library media center is to create information literate citizens who effectively access, evaluate, and use resources, and to encourage and prepare students to be life-long learners.

Library Media Center Objectives

- The library media program enhances student achievement through a systematically, collaboratively planned instructional program.
- The library media program provides appropriate, accurate and current resources in all formats to meet the needs of the learning community.
- The library media program will incorporate technology into the curriculum to enhance student learning.
- Effective library media programs provide an inviting, accessible and stimulating environment for individual and group use that share resources across the learning community.
- The library media program and its initiatives are promoted throughout the learning community.

Philosophy of National Organizations

AASL’s Position Statement on the Role of the School Library Media Program
ALA’s Interpretation of the Library Bill of Rights
The Students’ Right to Read: National Council of Teachers of English (NCTE)

School Libraries: What the Research Says

In research done in nine states and over 3300 schools since 1999, the positive impact of the school library media program is consistent. Strong school library media programs make a difference in academic achievement. Here are examples of what the research says about why school libraries matter.

School Libraries Work!

- The more often students receive library/information literacy instruction from library media specialists, the higher the test scores.
- In Illinois high schools, 11th grade ACT scores are highest when there is a high degree of true collaboration between library media specialists and classroom teachers in a wide spectrum of activities.
- The success of any school library program in promoting high academic achievement depends fundamentally on the presence of adequate staffing—specifically each library should have at least one full-time certified library media specialist with at least one full-time aide or support staff member.
- Certified library media specialists and aides emerged as the most critical component of the library media program at all school levels. Well-staffed programs, especially those with full-time professional and support staff, exerted a greater impact on student academic performance.
As this chart shows, increased library staffing is linked to higher reading performance for all grade levels, stronger writing performance at the elementary and middle school levels, and higher ACT scores at the high school level.

**Donna Baumbach - Making the Grade**

2002 - Compiled from data from 1715 Florida Schools and information from the DOE

- Schools at all levels with a university-trained, certified library media specialist and better staffing (more than 60 hours per week) have higher FCAT scores.
- Test scores are more than 20% higher in elementary schools where library media staffing is at 80 hours per week or more than in schools with less than 60 hours per week.
- 55.1% of students passed the FCAT reading test in higher scoring schools with library media staffing of 80 HPW or more, while only 37% passed in schools with poorer staffing.
- In high schools where library media programs are staffed 60 hours per week or more, there is a 22.2% improvement in test scores over those staffed less than 60 hours.
- Both high school FCAT and ACT scores are significantly higher where there is increased library usage (visits by individuals to the library media center).
- Test scores rise incrementally with more hours of staffing. Competent support staff can provide time for the school library media specialist to engage in more instructional activities with students and teachers and to provide assistance to more individuals and groups each day.
- Florida’s school library media programs are active, vital contributors to teaching and learning in Florida’s K–12 schools. School library media programs positively impact student achievement when:
  - A professionally trained, full-time certified library media specialist leads the program.
  - Adequate support staff is present.
  - School library media collections are strong both in quantity, in quality, and in variety.
  - Students have access to resources beyond the library media center.
  - Literacy, information literacy, and technology literacy are taught.
  - Students use the library media center and its resources.
  - Technology is available.

**More studies**

- School Libraries Make a Difference to Student Achievement
- Powerful Libraries Make Powerful Learners: The Illinois Study
- AASL Student Achievement
- Why You Need Your School Librarian (Kentucky)
- Librarians Mean Higher Reading Scores
- Library Research Service Impact Studies
Documents

- Access to Resources and Services in the School Library Media Program: Open Letter to Parents
- Hosting Book Bash for Grades 3-5
- Hosting Book Bash for Grade 6
- Hosting Middle School Book Bash
- Website Evaluation Check sheet
- Collaborative Lesson Plan Template
- Destiny One Search and Standards
- Follett Shelf
- Follett EBooks
- Property Loans Form
- Request For Reconsideration Of Materials – R-Rated Videos
- Video Approval Form
Access to Resources and Services in the School Library Media Program: Open Letter to Parents

The Brevard School Board recognizes the school media center as “the center of the educational program of the school. It provides materials and services that meet academic, technical, personal and social needs of the school community.” In meeting these needs, a broad range of materials is needed, including levels of difficulty and interest, as well as religious, ethnic and cultural diversity. Libraries are forums for information and ideas, and, therefore, resources are provided for the interest and enlightenment of all students and teachers.

Because each family is different in their preferences, parents are encouraged to be involved in their student’s book selection and reading materials. We encourage parents to review their student’s selections and be an active part of their education by having open discussions about the books.

The books in the media center are available for all students, however, the Library Media Specialist does not specifically recommend all titles to all students. You are welcome to come in and visit the school media center, browse the collection, and see the wonderful selections available for your student.
Brevard County Schools: Request For Reconsideration Of Materials

School: ____________________________

Please check type of material:
_____ Book  _____ Video/DVD  _____ CD/MP3
_____ Periodical  _____ Audio Book
_____ Other (identify) _________________________

Title _________________________________________
Author _______________________________________
Publisher or Producer ___________________________

Request initiated by _____________________________
Telephone Address _____________________________
City State Zip __________________________________

Email address _________________________________

1. What brought this material to your attention?
2. Did you examine the entire material? _______ If not what parts did you examine?
3. To what in the material do you object? (Please be specific--cite pages, picture, film sequence, etc.)
4. What do you believe is the theme or purpose of the material?
5. What do you feel might be the result of a student using this material?
6. For what age group would you recommend this material?
7. In your opinion is there anything of value in this material?
8. Have you read any critical reviews of this material? If so, what? Please be specific.
9. What would you like the school to do about this material? Check your choice.
   ___ Do not assign it to my child.
   ___ Withdraw it from all students.
   ___ Other: (Please explain)
10. If this material is withdrawn, what material of the same subject and format would you suggest as a substitute?

Signature of Complainant ___________________________ Date (M/D/Y) __________

Your interest in Brevard Public Schools is appreciated.
Hosting Book Bash for Grades 3-5

**General Things to Do**
- Welcome sign at entrance to school
- Talk to office staff about procedure for checking in guests/volunteers
- Welcome Table possibilities: name tags, Balloons, welcome sign, program, schedule
- Copy brochure for students and guests, include team members on an insert - optional

**Introduction/Welcome**
- Invite principal to make a welcome statement
- Review rules and procedures for each game
- Review schedule
- Point out restroom locations
- Need names of schools or letters in a basket to pick the order the teams will play in

**Book Jacket**
- Need a list of all book titles cut up in a basket
- Need bag of supplies for each school (given out at host school meeting)
- Need to provide staplers, tape dispensers, scissors for each team
- Need a school employee to accompany the team to their work location
- Have a location to display book jackets after they are presented

**Book Quest**
- Need white board/ marker or paper/ marker for each team for group questions
- Need a set of SSYRA books for judges
- Need the following jobs covered: question reader, scorekeeper, timekeeper, judges
- Need a calculator for the scorekeeper
- Need overhead and transparency for keeping score
- Need stopwatch for timekeeper
- Need electronic copy of power point with questions - show on large screen

**Reader’s Theater**
- Need 4 chairs/stools, if desired
- Need music stands for scripts
- Amplification, optional

**Judges**
- Need pens/pencils, calculator
- Copy rubrics for Reader’s Theater and Book Jacket, answers to Book Quest for each judge

**Book Giveaway**
- Set up a table of free book giveaway

**Options**
- Snack
- Lunch with other schools
- Present certificates at the end of competition
Hosting Book Bash for Grade 6

Before the Event
- Welcome sign at entrance to school
- Talk to office staff about procedure for checking in guests/volunteers
- Welcome Table possibilities: wrist bands, name tags. Balloons, welcome sign, program, schedule
- Copy brochure for students and guests, include team members on an insert- optional
- Make sure clickers are working; turn on each clicker and check battery level
- Test CPS game. Check print size. Make sure you have one clicker for every two participants. [If you don’t have access to a 32 pad set, talk with Julie.]
- Art supplies, additional for bookmark activity, have tables ready with art supplies
- Book Covers from each book- Print out and hang/post book cover signs around library (for student discussion groups)
- Print, cut, and laminate discussion question slips (for student discussion groups)
- Find four stools and 4 music stands for RT (set aside until time for RT event).
- Exit slips (student survey regarding Bash experience)
- Google “gong” sound and save as a favorite on your presentation computer
- Giving away books? Ask participating media specialists to donate giveaways, if possible. Choose location for setup and distribution.
- Host schools should receive a check from BAME to help with cost.
- Media specialist at each school determines criteria for attendance (allowed 15-20 students per school, depending on number of schools at site).

During Event

Introduction/Welcome
- Invite principal to make a welcome statement
- Review rules and procedures for each game
- Review schedule
- Point out restroom locations
- Need names of schools or letters in a basket to pick the order the teams will perform RT

Book Discussion- Host media specialist will ask all members to go stand next to the book cover and discuss their answer to the questions asked: For example- Which book has a character in it you could have as a best friend, explain? Students may also use discussion questions slips to promote more discussion. Ask up to 3 different questions so students move to different books for discussion. Other possible questions to ask for rotation- Which book is the genre you typically read the most, why? Which book did you NOT enjoy reading? Which book taught you something new?

Book Mark- Each student will create his/her own book mark with the supplies that are given.

Book Trivia- CPS Trivia: Two students share one clicker (this works well because few students have read all the books). Students can pair with someone from their school or from another school. Help students who are working alone to find partner, unless they prefer working alone and you have enough clickers.
Be sure to show correct answer after each question. It’s much more exciting that way. If you don’t know how to set up CPS ask Julie.
At end of Trivia game, click Reports and open report showing all clickers and their total score. Students like to know what percentage they got correct (and brag to each other).

Readers Theatre- Each team will draw a number which will put them in the order in which the schools will perform. Each team will perform the teams prepped and practiced script to the audience. Teams will NOT be judged. Each team may or may not use the stools/stands.

Refreshments- select a time in the agenda for a snack/potty break. Refreshments may be doughnuts, cookies etc...

Exit Slips- Have each media specialist distribute exit slips to her students. Ask them to fill them out right then, while things are fresh in their mind. (If you run out of time, get kids to complete them back at their home schools. Return completed exit slips and wrist bands to Julie Wales at McNair. Please include any adults’ input/suggestions/comments/ideas for next year, while fresh in your minds.

Possible Schedule-

Introductions/Explanations 10 minutes

Book Discussion 20 minutes

Bookmark Creation 15 minutes

Book Trivia (played via CPS “clickers”) 20 minutes

Reader’s Theater Presentations 45 minutes

Book Giveaway 10 minutes
Hosting Middle School Book Bash

Before Event

- Determine locations for 3 rotation activities
- Make grids (4) for puzzle game and laminate (sample picture emailed)
- Get final count from participating schools.
- Ask media specialists for your region to group their students for you in advance.
- Assign colors to students for wrist bands. Color-code list of participating students beforehand, for registration table.
- Make sure clickers are working; turn on each clicker and check battery level
- Test CPS game. Check print size. Can zoom questions during event, if needed
- Make sure you have one clicker for every two participants. [If you don’t have access to a 32 pad set, talk with Julie.]
- Price and plan pizza order; ask participating media specialists to give you numbers/types of whole pizzas for her school.
- Ask for cookie and drink donations (break up among participating schools
- Get related paper products.
- Plastic cloths or newspapers for bookmark table (especially if using glitter glue!)
- Art supplies, additional for bookmark activity (ask indicated in Nancy Pete’s email)
- Teens Read: Print out, laminate, and hang or post book cover signs around library (for student discussion groups)
- Print, cut, and laminate discussion question slips (12 sets) for teens read and place an envelope of set of questions at table or area near each sign
- Create list of 12 book bash titles to display on projector for Teens Read activity (to remind them as they're choosing which book was their favorite, etc.
- RT scripts—choose, highlight and label parts, underlining gestures, etc. if a media specialist has not already volunteered to do it).
- Find four-five stools and music stands for RT (set aside until time for RT event).
- Exit slips (student survey regarding Bash experience)
- Google “gong” sound and save as a favorite on your presentation computer
- Set up table(s) for housing refreshments (drinks best poured over tiled area, if possible)
- Set up Welcome/registration table and choose students to man table. Students are to check list for what color wrist band to give each participating student. They should also check off each student in attendance.
- Giving away books? Ask participating media specialists to donate giveaways, if possible. Choose location for setup and distribution. Send students to select book by wrist band color. (This will mix schools so no one school gets to choose first.)

During Event

- Leave money for pizza plus tip in the front office and let them know pizza is coming and time it should arrive. Ask to notify you on arrival. (This can be done by host or other designated media specialist during Reader’s Theater performances so that pizza boxes are retrieved, sorted by school, and ready when RT finishes.)
- Assign/ask for adult volunteers to man stations: [Art area; RT area {need several}; puzzle game; perhaps someone to help hostess keep track of time and ‘float’ as assistant; refreshment person…etc.)
- Display total list of titles via projector for teens read activity
• CPS Trivia: Two students share one clicker (this works well because few students have read all the books). Students can pair with someone from their school or from another school. Help students who are working alone to find partner, unless they prefer working alone and you have enough clickers.
• Be sure to show correct answer after each question. It’s much more exciting that way. If you don’t know how to set up CPS to do this, ask Julie.
• At end of Trivia game, click Reports and open report showing all clickers and their total score. Students like to know what percentage they got correct (and brag to each other).
• For rotation activities: Rotate by wristband color, using Gong to signal change (first gong, 1 minute warning; second gong, change)
• If students appear to be through with a discussion or other activity early, feel free to sound the gong early.
• Give instructions for RT practice at beginning (drama, drama, drama…slow, slow, slow, with inflection & gestures. Ask several adults to station themselves in the RT rotation and ‘coach’ the teams while they’re rehearsing. Let the kids do one ‘read through’ and then get them to start adding inflection, facial expressions, & gestures; increasing volume; reducing speed, etc. DRAMA! Students who don’t wish to participate in RT can help serve as practice audience (“Can you hear them???”) & coaches.
• Adults can also help students choose script and ‘enlist’ participants from rotation, if necessary. Schools can mix it up or stay together. [Last year, kids intermingled for RT and enjoyed it.] Students with the fewest lines can do the sound effects, if any.
• Have each media specialist distribute exit slips to her students while they’re eating their pizza. Ask them to fill them out right then, while things are fresh in their mind. (If you run out of time, get kids to complete them back at their home schools.
• Return completed exit slips to Julie Wales at McNair, along with any leftover wrist bands.
• Jot down adults’ input/suggestions/comments/ideas for next year, while fresh in your minds.
### Website Evaluation Check Sheet

**Name of webpage:**

<table>
<thead>
<tr>
<th>Circle ONE statement from each row that best describes the website you are considering for research</th>
<th>This site was created to inform/educate</th>
<th>This site was created to entertain or to sell a product</th>
</tr>
</thead>
<tbody>
<tr>
<td>This site is unbiased</td>
<td>This site has a bias; is trying to persuade</td>
<td></td>
</tr>
<tr>
<td>This site was created by (write name):</td>
<td>There is no site author or creator</td>
<td></td>
</tr>
<tr>
<td>The creator is an expert on the subject</td>
<td>Unable to tell if the creator is an expert on the subject</td>
<td></td>
</tr>
<tr>
<td>Contact information is provided</td>
<td>No contact information is provided</td>
<td></td>
</tr>
<tr>
<td>Website was recently updated</td>
<td>Website has no date or was not recently updated</td>
<td></td>
</tr>
</tbody>
</table>

*If the majority of statements in this column are true, this is most likely a good website for research*

*If the majority of statements in this column are true, this is may NOT be a good website for research*
Requests for exemptions to Policy 2540 (Prohibition of R-rated videos) must be granted by the School Board. Requests are limited to grades 9-12 and must be submitted in writing to the Superintendent at least 30 days in advance of the planned viewing. The request must contain the rationale for the exception and be approved by the principal, area superintendent and superintendent prior to submission to the Board. A separate form must be completed for each video title.

If the exception is approved by the Board, parents must grant permission in writing before their student will be allowed to view the material.

School: ________________________________ Teacher: ________________________________

Title of Video Requested: ______________________________________________________

Title of course(s) and student grade level(s) for which video is being requested:

Rationale for Request:

Signature of Instructor ________________________________ Date

Approval of Principal ______________________________________ Date

Approval of Area Superintendent ______________________________ Date

Approval of Superintendent ______________________________ Date
VIDEO APPROVAL FORM

Teacher Name: ____________________________ Date: _______________

Grade Level(s): ____________________________

VCR Title: _________________________________ Rating: ______

Date of Use: ____________ Time of Use: ____________ Length: ______

Is video appropriate to curriculum? Yes _____ No _____

Curriculum subject addresses: _________________________________

School Tape: ___ Other Source (List): __________ Previewed: Yes _____ No____

_____ Approved _____ Disapproved ______________________________

Principal or Designee

—

EACH SCHOOL SHOULD DEVELOP A VERSION TO MEET THE SPECIFIC NEEDS OF THE SCHOOL’S INDIVIDUAL STUDENT POPULATION.
NONDISCRIMINATION NOTICE

It is the policy of the School Board of Brevard County to offer the opportunity to all students to participate in appropriate programs and activities without regard to race, color, gender, religion, national origin, disability, marital status, or age, except as otherwise provided by Federal law or by Florida state law.

A student having a grievance concerning discrimination may contact:

Dr. Brian T. Binggeli, Superintendent
Brevard Public Schools

Ms. Cynthia Van Meter, Associate Superintendent, Division of Curriculum and Instruction
Equity Coordinator

Robin L. Novelli, Director of Secondary Programs

Lynn Spaddacini, Office of Elementary Programs

School Board of Brevard County
2700 Judge Fran Jamieson Way
Viera, Florida 32940-6601
(321) 633-1000

It is the policy of the School Board of Brevard County not to discriminate against employees or applicants for employment on the basis of race, color, religion, sex, national origin, participation and membership in professional or political organizations, marital status, age, or disability. Sexual harassment is a form of employee misconduct which undermines the integrity of the employment relationship, and is prohibited. This policy shall apply to recruitment, employment, transfers, compensation, and other terms and conditions of employment.

An employee or applicant having a grievance concerning employment may contact:

Ms. Susan Standley, Director of Compensation & Benefits

Ms. Joy Salamone, Director of Human Resources Services and Labor Relations

School Board of Brevard County
2700 Judge Fran Jamieson Way
Viera, Florida 32940-6601
(321) 633-1000

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