

Hall County Media Specialist Handbook



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Mission

In accordance with Hall County School Board policy and the national standards for library media centers established by Information Power: Guidelines for School Library Media Programs (AASL & AECT, 1998) the Mission of the Hall County School Library Media Program is to ensure that students and staff are effective users of ideas and information.

Vision

Students will be faced with diverse, abundant information choices in their academic studies, in the workplace and in their personal lives (California State University Information Literacy Fact Sheet, October 2, 2000). To prepare students to navigate this proliferation of information resources, students will need to become responsible and active users of information. They will have to select appropriate technology tools for the task at hand and apply strategies for solving problems. Critical thinking and reasoning are vital to the foundation of 21st Century Literacy (NCREL, 2000). By helping students construct a framework for learning how to learn, the media program will build the foundation for continued growth. Research-based studies (Fast Facts No. 164, November 19, 1999) highlight the importance of quality library media centers and media specialists to student achievement.

The media center program provides all members of the school community with access to information, reading and research assistance. It provides instruction that supports curriculum and educational goals of our schools. Parents and community members are part of the school community. They will be encouraged to participate in and support the media program. The media center will be available for simultaneous use by individuals, small groups and classes throughout the instructional day. In addition, the media center will be a welcoming place where students feel free to explore books for personal reading as well as assignments.

To ensure lifelong learners, the media program will facilitate collaborative planning with teachers to integrate information literacy and technology skills into the curriculum; operate on a flexible schedule to provide “at time of need” opportunities; incorporate media activities; design authentic learning tasks and assessments and allow the Media Committee to guide this culture of learning (Information Power, 1998). Information Power: Building Partnerships for Learning defines the national standards for student learning using information literacy indicators. This process will require the coordination, cooperation and compliance with national standards, state requirements, SACS standards and local guidelines. Aspiring to the National Board Certification Standards for Library Media Specialists will augment the media program.

Staff development opportunities in the use of materials, equipment, electronic catalogs, Internet use, and other needs will be offered by the media specialist. Ongoing assessment of the media program is necessary to provide a program that changes with curriculum needs, student and staff needs, and is in alignment with the program's mission, goals and objectives.

To enhance this culture of learning, the media specialist has many responsibilities and roles. (Refer to the chapter on Roles and Responsibilities) She/He must not only work directly with teachers, administrators and students, but maintain an effective and efficient media program. Professional development opportunities foster reflection and allow for the media specialist to stay current on updated state and national policies, as well as new theory in the profession. Adhering to this vision will ensure an ever-growing, ever-changing program that will have the most positive impact on the students we serve.

Goals

To provide a program that:

- ◆ Provides intellectual and physical access to materials in all formats
- ◆ Provides resources and learning experiences that promote lifelong reading and learning
- ◆ Provides instruction to foster competence and to stimulate interest in reading, viewing and using information and ideas
- ◆ Utilizes collaboration with other educators to design learning strategies to meet the needs of individual students

Roles and Responsibilities

In 2005 a group of school library media specialists from across the state of Georgia met to redefine the roles and responsibilities document originally contained in “*You Are the Key*”. The results of their efforts reflect the infusion of technology while reaffirming the commitment to the traditional roles of school library media specialists.

Source:

www.clayton.k12.ga.us/departments/instruction/mediaservices/handbook/

Library Media Specialist

ROLE I

Provides instructional leadership in the use of information resources and literature.

Responsibilities:

- ◆ Plans collaboratively with teachers to integrate literature, resources and information literacy skills into the curriculum.

SAMPLE TASKS

1. Utilizes an appropriate record of planning.
2. Promotes literature and reading.
3. Assists with instruction and evaluation of collaboratively planned units.
4. Assists teachers in the selection and utilization of appropriate resources, technologies, and general literature.
5. Recommends strategies for the integration of all resources into instruction.

- ◆ Develops and provides instructional opportunities with information technologies for staff and students.

SAMPLE TASKS

1. Assists students and staff in the access and utilization of resources and technologies.
2. Provides orientation for students and staff as needed.
3. Promotes awareness of outside resources such as public and college libraries, online services and community resources.

- ◆ Provides information about and complies with copyright laws.

SAMPLE TASKS

1. Disseminates current copyright information to staff and students as appropriate.
2. Seeks outside consultation for clarity on copyright matters when necessary.

- ◆ Collaborates with teachers and students on material production.

SAMPLE TASKS

1. Assists students and staff with production activities.
2. Provides instruction in production techniques using a variety of formats.

ROLE II

Develops, administers, and manages programs and facilities for the use of information resources and technologies.

RESPONSIBILITIES:

- ◆ Develops, evaluates, and revises policies and procedures, and services of the program/center.

SAMPLE TASKS

1. Sets short and long term goals for the media program/center.
2. Seeks input from and informs students, staff, and community about the media center, its resources, services, and program.
3. Maintains and uses statistical reports.
4. Coordinates the procedures for challenged materials.

- ◆ Provides leadership in collaborative planning for school technology, resources, and needs.

SAMPLE TASKS

1. Serves as a permanent member of the school media/technology committee.
2. Assists in identifying resources that support the curriculum.
3. Coordinates installation and maintenance of hardware and software.
4. Serves as a contact person for technology support staff and service vendors.

- ◆ Administers and maintains a center and a program that fosters a positive learning environment.

SAMPLE TASKS

1. Maintains a flexible, accessible schedule.
2. Supervises student behavior in the Media Center.

- ◆ Ensures effective organization of center and resources.

SAMPLE TASKS

1. Maintains the Media Center database in accordance with professional standards.
2. Catalogs and processes resources purchased for circulation.
3. Maintains the Media Center network, including effective circulation and retrieval systems.
4. Promotes the appropriate use of online resources, such as the Internet.
5. Disseminates information about the Acceptable Use Policy and monitors that policy within the Media Center.
6. Facilitates distance learning resources by managing satellite and cable reception and disseminating information regarding educational programming.
7. Inspects, maintains, and weeds all Media Center resources.

- ◆ Selects and orders resources consistent with system policies and with school curriculum needs.

SAMPLE TASKS

1. Analyzes the Media Center collection based on curriculum and instructional needs.
2. Seeks input for collection development and uses appropriate selection tools.
3. Maintains a consideration file for future purchases.
4. Prepares purchase orders consistent to administrative guidelines.
5. Monitors the Media Center budget.
6. Provides assistance with software and hardware evaluation and acquisition by serving on school and system-wide committees and consulting with appropriate vendors.

- ◆ Provides supervision and leadership for staff including clerical, paraprofessional and technical.

SAMPLE TASKS

1. Assists with interviews and evaluations.
2. Ensures proper training.
3. Provides daily supervision and guidance.

Support Personnel

Foreword

In the school library media program, support personnel (i.e. clerks, aides, paraprofessionals or secretaries) assume responsibilities designated by the media specialists which assure smooth library media center operations and services while enabling the library media specialist to devote more time to professional service activities such as planning with teachers for maximum utilization of resources in instruction or incorporating information skill instruction into course content. In this role, the library media support person:

- ◆ assumes responsibility for operation of the library media center and supervision of activities in the approved absence of the library media specialist
- ◆ operates and maintains media-related equipment
- ◆ assists in training volunteers
- ◆ assists in producing materials
- ◆ assists students and staff in utilizing and operating equipment
- ◆ supervises small groups of students in retrieving materials, finding information or other activities
- ◆ repairs print and nonprint materials
- ◆ processes materials according to established procedures
- ◆ explains location and arrangement of resources to students and staff
- ◆ assists students and staff in use of the catalog to the center's resources
- ◆ prepares reports as directed
- ◆ assists students and staff in assembling resources for classroom use
- ◆ assists in borrowing materials from other collections
- ◆ prepares displays and bibliographies from pre-selected items
- ◆ types and processes library media center correspondence, reports, orders, and records into the automation system
- ◆ operates the circulation system and compiles circulation records
- ◆ assists in inventorying materials and equipment
- ◆ assists in all phases of materials processing

- ◆ reshelves and maintains correct order of returned materials
- ◆ prepares current periodicals for shelving and maintains collection of back-dated issues
- ◆ assists in maintaining an orderly, neat, and attractive atmosphere in the media center
- ◆ assists teachers in laminating materials

Aides and Volunteers

In the school library media program, aides, student workers and volunteers (parents or Partners in Education) fulfill a valuable support role in assisting the media specialist and the media clerk. If the media center is fortunate enough to have such additional help, develop a training program to allow them to assist in support personnel duties. Their duties can parallel those listed under “Support Personnel” above. This will assure a smooth operation of the media center, freeing the media specialist for even more focus on selection, collaboration and other professional service activities.

Policies and Standards for Hall County School Media Centers

State Board Rules

160-4-4-.01 Media Programs (IFBD)

<http://www.doe.k12.ga.us/doe/legalservices/rules.asp>

160-5-1-.22 Personnel (14 and 14i) (CGB)

<http://www.doe.k12.ga.us/doe/legalservices/rules.asp>

Facilities (Click on Guidelines and find Square Footage Requirements)

<http://www.doe.k12.ga.us/schools/facilities/index.asp>

State Curriculum Standards

Georgia Performance Standards

www.georgiastandards.org

National Standards

AASL/Information Power

http://www.ala.org/aasl/ip_implementation.html

ISTE International Society for Technology in Education

<http://www.iste.org/>

Southern Association of Colleges and Schools

Library Media Services and Resources

www.sacs.org (Standard 7)

Requirements for Media Programs

Media Programs Code

IFBD Rule 160-4-4-.01 Media Programs

(1) REQUIREMENTS

- a) Each local board of education shall adopt a media policy that
 - 1. Provides for the establishment of a media committee at the system level and at each school.
 - 2. Requires development of procedures for the school system and for
 - (i) Selecting materials locally,
 - (ii) Handling requests for reconsideration of materials,
 - (iii) Considering gifts of instructional resources,
 - (iv) Using non-school owned materials,
 - (v) Complying with copyright laws
- (b) The local school superintendent shall appoint a system media contact person to serve as liaison to the department.
- (c) Each school shall have a media center staffed by media personnel in accordance with Rule 160-5-1-.22 Personnel Required and shall develop processes to implement system media policy and procedures. The following shall be included in school media program implementation.
 - 1. A plan for flexibly scheduled media center access for students and teachers in groups or as individuals simultaneously throughout each instructional day. Accessibility shall refer to the facility, the staff and the resources and shall be based on instructional need.
 - 2. A media committee that makes recommendations and decisions related to planning, operation, evaluation and improvement of the media program. The committee shall annually evaluate media services and develop a multi-year media plan for budget and services priorities.
 - 3. Collaborative planning that includes joint determination by media specialists and teachers to ensure use of media center resources and services that support on-going classroom instruction and implementation of the state adopted curriculum.

Authority O.C.G.A. 20-2-167;20-2-182(f); 20-2-184.

Adopted: May 14, 1998

Effective June 15, 1998

Board Policy Manual IFBD

The implementation of a unified media program throughout the Hall County School System shall be based on procedures implemented by the Superintendent in accordance with State Board of Education rules and regulations.

The procedures implemented by the Superintendent shall contain provisions to ensure that:

- (1) A media committee is established at the system level to be responsible for the development of media procedures for the school system, including:
 - a. Selecting media and instructional materials
 - b. Handling requests for reconsideration of materials
 - c. Considering gifts of instructional resources
 - d. Using non-school owned materials
 - e. Complying with copyright laws

- (2) A media committee is established at each school to provide input into various aspects of the media center operation, including:
 - a. Making recommendations and decisions related to planning operation, evaluation and improvement of the media program.
 - b. Annually evaluating media services
 - c. Developing a multi-year media plan for budget and service priorities.

Flexible Scheduling

“The library media program requires flexible and equitable access to information, ideas, and resources for learning”. Information Power. American Library Association, 1998

- ◆ Flexible scheduling extends the use of the library media center, and its resources, at the point of need by individuals, groups, and/or classes.
- ◆ Students and teachers should visit the media center individually and in small groups to check out books and seek answers at the point of need.
- ◆ Classes cannot be scheduled in the library media center to provide teacher release or preparation time.
- ◆ The media specialist contributes a broad knowledge of resources and technology, an understanding of teaching methods, and a wide range of strategies that may be employed by helping students learn information skills which are integrated into the curriculum.
- ◆ Flexible scheduling ensures that media specialists can fulfill their professional responsibilities.
- ◆ Flexible scheduling allows collaborative planning by library media specialists and classroom teachers to integrate information skills and literature into the classroom curriculum.
- ◆ Information skills are presented and learned within the context of the current GPS objectives.
- ◆ Integration strengthens the teaching/learning process so that students can develop the vital skills necessary to locate, analyze, evaluate, interpret and communicate information and ideas.
- ◆ The media center is viewed as a resource rather than a subject.
- ◆ Students should graduate from your school as information literate. (AASL, ALA 2003)

Collection Development

Selection Sources

Materials added to the collection should be previewed when feasible and have positive reviews. Every media center should have access to core collection development tools such as:

Elementary School Library Collection (Brodart)
Children's Catalog (Wilson)
Middle and Junior High School Catalog (Wilson)
Senior High School Collection (Wilson)
BTSB (Bound to Stay Bound)
Follett (Titlewave)

The media specialist is responsible for the selection of library media resources and the maintenance of the library collection as follows:

- ◆ Reading reviews from journals. (sample journals)

Book Report
Booklist
Bulletin of the Center for Children's Books
Hornbook
Kirkus Reviews
Library Sparks
Media and Methods
School Library Journal
School Library Media Activities Monthly
School Library Media Quarterly
VOYA

- ◆ Requests from teachers. (See Request Form for Media Center Materials)
A teacher's professional needs, advice, and recommendations will be solicited by the media specialist in the decision making process. The following guidelines apply.

Selection Guidelines

- ◆ The school media center collection should be systematically developed to support the Georgia Performance Standards.
- ◆ There shall be a balance in coverage of subject, types of materials and variety of content.

- ◆ The materials represent various reading levels for the enlightenment of all students in the community and shall include multicultural materials.
- ◆ The materials should be current and up to date.
- ◆ Materials shall meet high standards of quality in factual content, artistic and literary value, and presentation.
- ◆ Local, regional, and national agencies should supplement the collections.
- ◆ Collections reflect democratic ideas, access to Internet networks, intellectual freedom, and cultural diversity.
- ◆ In the selection of materials, the media specialist and the school media committee should work together. However, final selection rests with the media specialist.

Gifts and Unsolicited Materials

- ◆ Items will be judged on the same basic selection standards and criteria as purchased media.
- ◆ Gifts and unsolicited materials must meet standards of quality in factual content, artistic and literary value, and presentation.
- ◆ They must support the adopted curriculum, philosophy, and instructional objectives of the school.
- ◆ Instructional materials provided by businesses shall not be designed to promote a business or product. Materials shall be donated as a community service rather than as an advertisement.
- ◆ Gifts and unsolicited materials must be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected. Materials shall be previewed and approved prior to anticipated use to determine instructional relevance and appropriateness.
- ◆ The individual school reserves the right to reject gifts or unsolicited materials that do not meet the criteria for selection policy.
- ◆ In no instance shall media and/or equipment be used in such a manner as to violate the Hall County School Board policy or the law. Adherence to fair use guidelines and other relevant copyright stipulations shall be assured.

Request Form for Media Center Materials

Teacher's Name _____ Date _____

Title of Item _____

ISBN # _____

Author _____

Publisher/Producer _____

Copyright Date _____ Subject Area _____

Grade Level _____ Reading Level _____

Curriculum Unit _____

Type of material requested: (books, videos, etc)

Ordering Source _____

Address of source _____

Phone Number _____

Fax Number _____

Price of Item _____

Purchasing

Each school media center is allotted state money each year for the purchase of books, periodicals, audiovisual materials, software, supplies, and equipment. This amount is based on a specific dollar amount per FTE count. The media specialist is responsible for placing orders and following through on shipped orders.

Procedures for purchasing may include one or both of the following:

- ◆ Complete requisition/order form. Turn in to school secretary/bookkeeper. Keep a copy of requisition/order form on file.
- ◆ Set up an AS 400 account through central office. (Your principal can request an account for you.) Apply and receive training for procedures on ordering. (See “Mentoring” chapter.)
- ◆ Complete requisition.
- ◆ Keep blue copy; check when the materials are received; sign, date and copy blue form.
- ◆ Send blue form to Karen Acrey in Central Office

Keep up with account balances (book, equipment, and local)

Processing

New Materials and Equipment

A well-organized collection is the first step toward providing an effective library media program. To ensure this, the media center should practice a uniform method of processing materials. All circulating materials and equipment should be barcoded.

Books and Other Print Materials

1. Check new materials against the purchase order and the company's invoice or packing slip.
2. Indicate items received and note discrepancies on all copies. Notify the company of any discrepancies or defective items.
3. Once the order is complete, write "Order is Complete," sign, and date blue purchase order, copy P.O. and invoice/packing slip, attach invoice/packing slip, and forward to the Finance office to be paid. Attach a copy of the invoice or packing slip to your copy of the purchase order and keep on file.
4. Stamp the material with your school's media center stamp. Stamp on the title page, last page, and/or page indicated by local policy.
5. Import data disk into InfoCentre or create your own MARC record.
6. If other than State funds, indicate source of funds (grant, book fair, etc.) for handling lost book money.
7. If possible, barcode and spine labels should be ordered with materials. However, if not, print information on appropriate labels.
8. If duplicate barcode was not ordered to be placed inside the item, then record the barcode number inside the material. The location of the barcode number should be consistent throughout the local school collection.
9. If spine labels and barcode labels are not attached, attach them and label protectors to the books and any other locally used items, such as Accelerated Reader label, date due slip, etc.
10. Shelve the materials or place in New Book display.

Equipment

1. Check new equipment against purchase order and the company's invoice or packing slip.
2. Indicate items received and note discrepancies on all copies. Notify the company of any discrepancies or defective items.
3. Once order is complete, write "Order is Complete," sign and date purchase order, copy, attach invoice, and forward to the Finance office to be paid. Attach a copy of the invoice or packing slip to your copy of the purchase order and keep on file.
4. Label the equipment with a permanent marker, engraver, or paint pen, and indicate any special source of funds.
5. Add new equipment to your inventory records and include the following:
 - ◆ Type of equipment
 - ◆ Brand name
 - ◆ Model number
 - ◆ Company
 - ◆ Date received
 - ◆ Serial number
 - ◆ Price and funding source
 - ◆ Barcode number
 - ◆ Warranty Information
6. If you keep inventory records in InfoCentre, attach barcode number to equipment and store. If equipment circulates through InfoCentre, create a MARC record.
7. Hall County Schools will assign a fixed asset number.

Other Materials

1. All materials, (books, cassettes, teacher's guides), from one unit of materials should be processed and housed together in a kit if practical.
2. Charts on a roller, maps on a roller, slides, etc, should be processed as a set with each item bearing the media center stamp. Where practical, barcode information should be placed on each item. If you circulate serials, treat them as you would print materials.

Cataloging

MARC records should always be purchased for books and non-print materials when available, if possible, to ensure accurate and enhanced records. When original cataloging must be done, the latest edition of Dewey Decimal Classification and Relative Index should be used. CIP data is another source of cataloging information. It is imperative that a standard be set and kept in classifying materials. Subject list headings will be determined by using the current edition of Sears List of Subject Heading. Copies of current cataloging tools should be part of the Reference collection.

The following call letter/number prefixes should be used with the first 3 letters of the author's last name unless otherwise noted.

Category Call Letter Prefixes:

Easy/Everybody	E
Fiction	F, FIC
Story Collection	SC
Collective Biography	920
Individual Biography	B, 921 – 3 letters of subject's last name
Non-fiction	Dewey classification
Reference	R, REF – Dewey classification
Professional	P, PRO, PROF- Dewey classification
Big Book	BB, Dewey
Kit	Kit, Dewey
Career	C
Magazine	MAG
Vertical File	VF

(Process paperback books at your discretion. Adding a laminated cover may prolong the life of a paperback.)

It is recommended that elementary schools use only one or two decimal places.

Adopt a uniform system for classifying non-book materials and equipment. They should be classified according to Dewey Decimal Classification when applicable using a standard prefix. Examples:

Equipment	EQ
Audio-visual	AV
Computer, CPU	EQC
Digital Camera	EQDC

This will keep like materials together in your Call Number Report. You must set up these prefixes in InfoCentre Setup before using them or the system will not recognize them. Prefixes which are not properly set up will be placed in the Default category until setup is done. A Default report may be printed to show which materials need to be set up properly.

The following prefixes are recommended:

Catalog Call Letter Prefixes:

Videocassettes	VC, VIDEO
Audiocassettes	AUDIO, CAS
Filmstrip	FS
Kit	KIT
Slides	SL
Laser Disc	LD
Games	GAME
Realia	REA
Maps	MAP
Globe	GLOBE
Model	MOD
Music CD's	CDM, CD
CD-ROM	CDR, CDROM
Software	CSW, CF
AV Carts	CART
Camera	CAM, CAMERA
CD Player	CDP
LCD Projector	LCD
Laser Disc Player	LDP
Overhead Projector	OHP
Opaque Projector	OP
Television	TV
Television/VCR combo	TV/VCR
Video cassette recorder	VCR
Video camcorder	VCAM
Laptop	LAPTOP
Digital Camera	DCAM, DCAMERA
Digital Camcorder	DCAMC
Scanner	SCAN
Computer, CPU	CPU
Computer Monitor	MON, CMON
Computer, Keyboard	CKEY
DVD	DVD
DVD Player	DVDP

Circulation

The circulation of the media center materials enables the patron extended use of resources and materials. Each individual school will establish policies regarding specific circulation areas.

Patrons of the media center include students, teachers, all school staff, and parents/community. Primary users are of, course students, and teachers.

Circulation periods of resources can be checked out for a period of time established by each school. These periods should be influenced by the following criteria:

- ◆ Items that need to be available on a daily basis have more time limited circulation periods, so they are available throughout the day. These often include reference books, current magazines, and some audio/visual materials.
- ◆ Some media centers limit the number of materials checked out. The age of the student and the size of the collection can influence these limits.
- ◆ Limits on checked out materials on a particular subject area, to prevent one student from checking out all books on a subject.
- ◆ Teachers may request that the media center limit check outs on a particular subject area so as to make all resources available to all classes.
- ◆ Teachers typically have longer circulation periods than students.

Check out procedures for students and teachers will be determined by each individual school. Determining factors may include:

- ◆ age of the student checking out books and teacher's presence during checkout

Check in of books and returning the item to the shelf is the responsibility of the media center staff.

Overdue notices should be sent to students to actively work to have the material returned to the media center. Check out privileges will be suspended as long as the student has an overdue material checked-out.

Fines for overdue materials will or will not be assessed to students, as determined by each individual school. Typically, elementary and middle schools do not charge fines. Check out privileges will be suspended as long as a student has a fine equaling a pre-determined amount.

- ◆ It is recommended that if fines are charged a fine limit is established based on the overdue book's value.
- ◆ Students will pay for lost books. The school's media center committee will determine the policy for the replacement value for the book (current replacement fee, additional processing, etc.). Processing fees can be charged.

Weeding

Materials will be discarded, or weeded, as needed. Typically weeding is conducted during material circulation or during inventory. There are two good acronyms to help in the weeding process:

MUSTIE

Misleading

Ugly

Superseded by newer editions or better books

Trivial

Irrelevant to patron interests

easily obtained Elsewhere

CREW

Continuous

Review

Evaluation

Weeding

Criteria for weeding:

- ◆ Out-of-date, inaccurate, or misleading information
- ◆ Poor condition
- ◆ Parts missing
- ◆ Yellow or brittle pages from age
- ◆ Newer edition of a book next to an older edition
- ◆ Age of the material
- ◆ Excessive duplication
- ◆ Space constrictions
- ◆ Lack of use

Process for weeding:

- ◆ Identification of materials
- ◆ Replacement of the title - analyze usage
 - Consider: price, number of titles, material format

***Rebinding or repairing is an option on books that are in otherwise good condition, valuable or cannot be replaced. (Resource: American Bindery)

Weeding Periodicals:

Periodicals are kept for a pre-determined period of time. The periodicals are then discarded from the collection. It is recommended that the periodicals be offered to the entire teaching staff for use in the classroom.

Internet Link for Additional Information on Weeding:

<http://www.sunlink.ucf.edu/weed>

Google “CREW weeding method” for other ideas

Inventory

Inventory of the entire collection will be conducted at every school on an annual basis. Finalized reports must be completed and provided to the school's principal and the designated administrator at the Hall County Board of Education Central Office.

Inventory

- ◆ Limited access will be necessary for the school media center during inventory. This will allow teachers to support the curriculum while allowing the Media Specialist to physically conduct inventory.
- ◆ At what time during the school year an individual school chooses to conduct their inventory is determined by that school.
- ◆ InfoCentre has specific guidelines for processing and printing inventory reports.

Benefits of Inventory:

- ◆ Identifying missing (and found) materials
- ◆ Preparing for weeding
- ◆ Knowing the collection
- ◆ Updating collection development goals
- ◆ Realigning collection for Georgia Performance Standards

Mentoring

“Mentoring is the process by which a trusted and experienced person takes a direct and personal interest in the development and education of younger or less experienced individuals.” (Hayes, 2003)

A good mentor should be an advocate for their profession, a resource of experience, and a giver of time, energy, and support.

“Mentors are coaches who encourage, guide, teach, support, and assist the mentees in moving from where they are now to where they want to be.” (Guilford County Schools, 2006)

Mentors

- Teach by example.
- Help build self-confidence.
- Help acquire knowledge, information, and skills.
- Promote professional development.
- Are a confidante and listener.
- Promote thinking and problem solving.
- Demonstrate best practices.
- Are people of good character.

Getting Started as a Mentor

1. Be in contact with your mentee before pre-planning. Set up a time for the both of you to meet.
2. During meeting, review new media specialist checklist and see if they have any questions.
3. Give mentee your phone number and email address. Let them know the best time to contact you.
4. Contact your mentee the week of pre-planning for any questions they might have.
5. Make sure you are in contact on a monthly basis.
6. Plan school activities together such as bookfairs, lesson plans, etc.

Tips for Mentors

- Be positive and supportive.
- Offer advice when the need is expressed.
- Be accepting of mentee's level of skill.
- Be accessible – call, email, visit without an "agenda".
- Meet on a regular basis.
- Be a friend.
- Remember that mentees must be "ready" to learn before ideas will be accepted – wait for the right moment.
- Be a cheerleader.
- Focus on your mentee's expressed needs.
- Share time-saving ideas.
- Share lessons.
- Don't take "rejection" of an idea personally.
- Be trustworthy. Confidences that are shared should remain in confidence.
- Listen.
- Do something fun together.
- Don't wait for your mentee to call you. Contact your buddy frequently.
- Go to staff development together.
- Help mentee think through problems to find a solution.
- Be non-threatening.
- Be a good buddy.
- Invite your mentee to observe your program.
- Chat about system directives, memos, and events, making sure mentee understands what to do.
- Go to conferences and author visits together.
- Stop by for a visit after school.

Tips for Mentees

- Prioritize.
- Think "Students First".
- Don't be afraid to ask for help.
- Ask your mentor for ideas and solutions.
- Establish procedures.
- Establish "expectations" and reinforce them.
- Put major changes on the back burner – later in the year or next year.
- Expect to work long days (and some nights).
- Don't throw things away...yet.
- Make the Public Library connection.
- Make friends with the secretary and the custodian.
- Ask about your budget.
- Become familiar with your collection.
- Learn student names.
- Learn faculty names.
- Get out and about the building.
- Be visible.
- Keep everyone informed about the library – try monthly reports, newsletters, webpage, faculty meeting announcements.
- Keep your principal informed.
- Meet with your Media Advisory Committee.
- Recruit classes into the Media Center.
- Attend planning meetings.
- Make the Media Center inviting.
- Keep the doors open.
- Listen.
- Have a sense of humor.

- Enjoy yourself.
- "Be Switzerland" – remain neutral.
- Be adaptable and flexible.
- Be proactive...initiate collaborative planning.
- Remember...everyone loves to eat. Feed volunteers, co-workers.
- Contact the PTO.
- Welcome volunteers.
- Find out if a Book Fair or an author visit has been scheduled.
- Make lesson plans "student-centered".

Websites on mentoring:

<http://www.middleweb.com/mentoring.html>

<http://schools.guilford.k12.nc.us/tpages/loxenfel/menteetips.htm>
<http://schools.guilford.k12.nc.us/tpages/loxenfel/mentortips.htm>

New Media Specialist Websites

<http://www.alt.wcboe.k12.md.us/mainfold/supportse/reslib/new.htm>

http://www.eduref.org/lm_net/newbies.htm

<http://www.schoollibraryjournal.com/article/CA447787.html>

<http://www.ilfonline.org/Units/Associations/aime/Survivor%20Workshop/Survivor%20Workshop/bibliography.htm>

Bibliography

Site-Based Mentoring for New and Veteran Teachers: The Role of the School Librarian Hayes, Karen, Library Media Connection, 15424715, Aug2003, Vol. 22, Issue 1 Database: MasterFILE Premier.

Teacher Mentoring as Professional Development. ERIC Digest. Huling, Leslie; Resta, Virginia; ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC., 2001.

What Mentors Do. The Resources Agency Mentor Program. June 14, 2006. Internet: <http://management.about.com>.

New Media Specialists Checklist

- Set up calendar and circulation dates for InfoCentre.
- Get list of teachers at your school from your secretary or principal. Make sure they are set up on InfoCentre so teachers can check out materials.
- Get your two budget numbers for AS400 from your bookkeeper for state budget. These numbers are used for county purchase orders. One number is for books and periodicals, the other for equipment. Your principal must send a request to your Information Technology Coordinator for your sign on and password.
- Get list of new students from Technology Department for import into InfoCentre. You may also enter students manually.
- Determine how internet release forms are handled at your school.
- Decide checkout procedures; identification cards, self checkout, etc.
- Find out passwords for video streaming from Media Services Coordinator and distribute to all teachers.
- Get your personal log-in (username and password) from your computer lab personnel.
- Review procedures for local funding with your bookkeeper.
- Check your magazine orders. Make sure nothing is missing. Contact EBSCO or others that you ordered from. Save funding under your books and periodicals budget for the next year's magazines.
- Make sure equipment is in working order.
- Locate your media specialist handbook. Contact Media Services Coordinator for a copy.
- Locate your copyright book "Copyright for Schools." Contact Media Services Coordinator for a copy.
- Learn how to email to all media personnel from your mentor.
- Find out if your school uses any type of instant messaging for staff communication; ICQ, CCMail, etc.
- Decide on your methods of financial record keeping (i.e. how you are going to keep track of PO's, local funding, etc.)
- Determine end of year procedures.
- Learn how to use the Track-it system for placing work orders.
- Find out barcode ranges for each vendor.
- Provide orientation for students and teachers.
- Determine what types of reports are needed in InfoCentre with help from your mentor.
- Join professional organizations: PAGE <http://www.pageinc.org/>, GAE <http://www.neageorgia.org/>, (see school representative for PAGE or GAE) GLMA <http://glma-inc.org/>, ALA <http://www.ala.org/>

Contact Information

County Media

County media services coordinator Ginny Sapp- Ginny.Sapp@hallco.org
Technology Department 770-534-1291

Hall County School system's Director of Middle School Jim Sargent-
Jim.Sargent@hallco central office 770-534-1080- Please contact Ginny
Sapp first
for questions and/or concerns

County media specialist technology representative- Greg Odell-
Gregory.Odell@hallco.org Technology Department 770-534-1291
County computer technician- varies from school to school- see school
computer
technician.

Technology Department:

AV repair Daren Williams- Daren.Williams@hallco.org Technology Department
770-534-1291

County InfoCentre technician Doug Pitts- Doug.Pitts@hallco.org Technology
Department 770-534-1291

Disc to import students Tracy Bishop- Tracey.Bishop@Hallco.org Technology
Department 770-534-1291

Technology Department media services contact. Patti Murrow-
Patti.Murrow@hallco.org Technology Department 770-534-1291

Financial:

AS400 contact (including password and setting up password)- Anthony Swaim-
Anthony.Swaim@hallco.org, central office 770-534-1080

County (AV) invoices- Cindy Crow Cindy.Crow@hallco.org central office
770-534-1080

Vendor PO's- Karen Acrey- Karen.Acrey@hallco.org, central office 770-534-1080

Other:

County Email Groups (can lookup under global address)

Media-all@hallco.org

Media-elem@hallco.org

Media-middle@hallco.org

Media-high@hallco.org

Sagebrush InfoCentre Help 1-866-235-8592 Email at Info@Sagebrush.com to
get your

School's ID number.

United Streaming- County contact is Ginny Sapp for password information

Website: <http://www5.unitedstreaming.com/index.cfm>

Media Center Technology

In addition to its numerous print resources, the media center utilizes a wide variety of media resources, including electronic media such as the Internet. To acquire information electronically, students and teachers must be proficient technology users. Also, students must receive parent/guardian permission before using the Internet and must follow appropriate use rules as found in county parental approval forms. (See Appendices)

A section for Hall County's Internet Policy is available online. For more information go to www.gsbaepolicy.org and choose Hall County, then select a policy.

Realizing the importance of technology in the education of our students, the Hall County Board of Education has established the Technology Services Department to oversee the development and maintenance of educational technology in the media center and classrooms.

Equipment Repair

Problems with any audiovisual equipment are reported to the Hall County Technology Office, through Track-It (www.hallco.org/service). Ask your computer teacher or your principal about getting an account. One of our two county AV technicians will be notified that a visit to your school is needed.

- ◆ Have your faulty equipment labeled detailing problem(s).
- ◆ If an Audiovisual Technician needs to visit individual classrooms for repairs, have room numbers and a map of the school available.
- ◆ Save unfixable equipment for parts if instructed to do so by AV technicians.
- ◆ If any AV or computer equipment is no longer usable, remove school barcodes and complete a duplicate form work order.
- ◆ Order all bulbs for equipment from the Technology Office through Track-it. The cost of the bulbs will be deducted from your school's media center funds.

The invoice procedure for AV repair (excluding bulb purchases) is as follows:

- An Audiovisual Technician will give you a **pink** copy of the invoice with the amount.
- Put your budget number, provided by your bookkeeper, on the **pink** copy (sign it and keep a copy for your records).
- Send this pink copy to the head bookkeeper at the Central Office (currently Cindy Crow).
- **Do not send a check or school purchase order to the head bookkeeper.**

If you have further questions, call the Technology Department.

Video/DVD Approval Form

To show any video in the classroom other than one borrowed from the school media center or purchased with instructional funds, teachers must complete this Video/DVD Form and submit it to the media specialist for an administrator's approval.

Title: _____ Date Shown: _____

Source: Other School library__ Hall County Library__ Donated__ Other _____

Teacher: _____ Subject: _____ Grade: _____

Unit: _____ Lesson Topic: _____

Text: _____ Chapter: _____ Page: _____

GPS or strand: _____

Video rating: _____

Have you previewed this video? _____ Yes _____ No

Size of audience:
____ individual ____ small group ____ whole class ____ large audience

Type of audience:
____ advanced ____ average ____ low ____ heterogeneous

Text correlation:
____ beginning of chapter ____ middle of chapter ____ end of chapter

Unit correlation:
____ as an opener (motivation) ____ as a closer (motivational)
____ as a review of the lesson ____ as preparation for a test
____ as a lesson to develop skill ____ as a lesson to develop a concept
____ in a problem solving setting ____ other: _____

How much of the video will be viewed in your classroom? Entire__ Minutes__

Approved by: _____ Date: _____

This video was not approved due to the following: _____

Note: The Hall County School System abides by all copyright laws in choosing and showing videos on school property.

Challenged Materials

Objections and challenges may arise concerning instructional media used in the school system. In such an event, the procedures listed below shall be followed:

Media Center Materials

1. The principal and the media specialist shall listen to the parent's or patron's objection and make reasonable efforts to resolve the issue.
2. If this attempt is not successful, the principal and the media specialist shall explain the Hall County School System procedure for reconsideration of instructional media to the complainant.
3. If the parent or patron wishes to make a formal challenge, he/she shall be given the designated Hall County School System form entitled "Request for Reconsideration of Instructional Media."
4. The completed form shall be submitted to the principal within ten (10) school days after receiving the form. The principal must then submit copies to the chairperson of the local school media committee and the Associate Superintendent of Instruction. No action shall be taken unless the official form is completed and submitted to the principal.
5. The challenged material shall remain in use until the request for reconsideration is processed and a final decision is reached by the local school media committee.
6. After the reconsideration form has been received, the principal shall meet with the local school media committee within five (5) school days to consider the request and evaluate the material.
7. The local school media committee shall examine the challenged material in its entirety. The following items shall be considered by the committee in the evaluation process:
 - ◆ Professional reviews
 - ◆ Age and maturity level of students
 - ◆ Theme of the material
 - ◆ Intended use of the material
 - ◆ Contribution of the materials in presenting different points of view within the collection
 - ◆ Material as a whole rather than passages out of context
 - ◆ Other considerations applicable to the situation, i.e., electronically retrieved material

8. The local school media committee shall then meet to discuss the challenged material and its relationship to the goals and objectives of the school and the curriculum. The parent or patron may appear before the committee to make an oral presentation in support of his/her request for reconsideration of library media center materials. The presentation shall be limited to a maximum of ten (10) minutes. Upon completion of the presentation, the parent or patron shall leave in order to permit the committee to deliberate in private.
9. During the meeting, all material shall be examined, all points of view presented, and the views of all committee members considered. After careful deliberation, the committee shall make a decision by individual secret ballot. The ballots shall be tallied immediately in the presence of the committee.
10. The local school media committee shall prepare a written report concerning the decision of the committee. This report is to be filed in the office of the principal with a copy sent to the Associate Superintendent of Instruction.
11. The principal shall notify the complainant of the committee's decision by letter within ten (10) days with a copy to the Associate Superintendent of Instruction. If the complainant is not satisfied with the decision of the local school committee, he/she may appeal within ten (10) school days to the System Media Committee. A letter requesting the appeal and a copy of the Hall County "Request for Reconsideration of Instructional Media" completed by the complainant shall be sent to the Associate Superintendent of Instruction for review by the System Media Committee.
12. Should a school level decision be appealed, the school will notify the Superintendent, who will schedule a meeting of the System Media Committee. The System Media Committee will inform the Superintendent and the local school of the action taken on the appeal.
13. Should a system level decision be appealed, the System Media Committee will notify the Superintendent, who in turn shall direct the appeal to the Board of Education.
14. Further appeal shall be directed to the Superintendent and the Board of Education.

Note:

- ◆ The professional personnel most directly involved will also have the right of appeal.
- ◆ A school or system level committee will not review specific materials more than one time during each two-year period.

PROCEDURES FOR CHALLENGED MATERIALS

Media Center Materials

Includes all print and non-print material
circulated through the media center



Local School Principal and Media Specialist



Local School Media Committee



System-wide Media Committee



Superintendent



Board of Education

RECONSIDERATION OF INSTRUCTIONAL MEDIA REQUEST FORM

School _____

Principal _____

Type of Media _____

Title of Media _____

Author/Editor/Artist/Composer _____

Copyright

Date _____ Distributor/Producer/Publisher _____

Please respond to the following questions. If more space is needed, use an additional sheet of paper.

1. What brought this material to your attention?

2. Have you read, viewed or listened to the entire item?

3. To what do you object and why? Please cite specific passages, pages, etc.

4. What do you consider to be the main idea of this material?

5. What do you believe might result from the use of this material?

6. For what age group would you recommend this material?

7. What have critics said about this material?

If you need more space, please use the back of this page.

8. What do you know about the author or producer of this material?

9. Do you think the author's or producer's experiences are reflected in this material? If so, in what way?

10. What would you like the school to do about this material?

Do not require it of my child.

Do not require it of students.

Withdraw it from students under the age of _____.

Place it on reserve status to be used only with written parental permission.

Withdraw it from all students.

Other _____

11. What material do you recommend in its place that would provide adequate information on the subject?

12. Other comments: (Use extra sheet if necessary.)

Name _____

Address _____

Telephone _____ E-mail _____

Complainant represents:

Self _____ Organization or Group Name _____

Date _____ Signature _____

Special Programs

School Library Media Programs assist in the promotion of literature and the love of life long reading. The following are a few special programs designed to motivate students to get excited about authors, reading, storytelling and books.

Children's Book Week is celebrated during the third week of November. Sponsored by the Children's Book Council, it is dedicated to encouraging the reading interests of children. Each year a different theme is chosen for the week and promotional materials related to the theme may be ordered through the Children's Book Council (www.cbcbooks.org). Some activities suggested are:

- Monday - Share a book with a friend.
 - Tuesday – Hats off to reading.
Wear a hat if you like to read.
 - Wednesday - Slip into a good book.
Wear your bedroom slippers if you like to read.
 - Thursday - Lasso a good book.
Dress up like a cowboy or cowgirl if you like to read.
 - Friday- Sweat it out with a good book.
Wear your sweat suits or wind suits if you like to read.
- **Invite storytellers or retired teachers to read throughout the week.

Georgia Author's Week is observed during the second week in October. Displays could include Robert Burch, Brad Strickland (Georgia author). Present a program on Dr. Brad Strickland on your morning news or have an author come and visit. Children's Book Council <http://www.cbcbooks.org>

National Library Week takes place during the second or third week of April. The National Book Committee and the American Library Association sponsor it. The primary purpose of this observance is to encourage the general public to recognize the importance of libraries. ALA web site <http://www.ala.org>

Georgia Student Media Festival was begun to stimulate interest, enjoyment and involvement in media production. The Georgia Library Media Association (GLMA) sponsors it. Participants must be students attending school in Georgia. There are different categories to choose from. Contact GLMA for more information. GLMA web site <http://www.glma-inc.org>

Georgia Book Award Program is sponsored by the Center for the Study of Literature for Young People, College of Education, The University of Georgia in Athens, Georgia. Any school in the state of Georgia can participate. There are requirements for participation, and there are two lists of books nominated for the

awards as well as other related information. There is one list of books to be read to or read by K-3 students and the other list if for 4-8th grades. At the end of February, the votes are tallied of the favorite book and sent to the University of Georgia in time for the Children's Literature Conference in April. Georgia Book Award web site <http://www.coe.uga.edu/gachildlit/>

Read Across America is the celebration and birthday of Dr. Seuss on March 3rd. You could do activities with Dr. Seuss books. Web site <http://www.nea.org.uga.gachildlit/>

National Poetry Month is celebrated during the month of April. Library story time could be devoted to poetry activities or contests. Web site <http://www.poets.org/npm/>

Other special occasions:

World Literacy Day/ January

<http://www.calonline.com/features/articles/literacy.html>

Library Lover's Month/ February

<http://www.librarysupport.net/librarylovers/how.html>

Children's Author and Illustrator's Week/ March

<http://www.chipublib.org/008subject/006govinfo/foia.html>

Freedom of Information Day/ March

National Volunteer Week/April

<http://www.poinysofflight.org/NVW/>

National Book Month/ May

<http://www.com.edu/library/nationalbookmonth.htm>

National Library Card Sign Up Month/ September

<http://www.girlpower.gov/girlarea/09sep/library.htm>

Teen Reading Week/ October

http://www.ala.org/Content/NavigationMenu/YALSA/Teen_Reading/Teen_Reading.htm

Book fairs help raise funds for your library program. This money also helps to pay for requests, barcode labels, hang up bags, books, etc. They also help promote reading with contests for free books.

Appendix

Intellectual Freedom

“Intellectual Freedom is the right of every individual to both seek and receive information from all points of view without restriction. It provides for free access to all expressions of ideas through which any and all sides of a question cause or movement may be explored. Intellectual Freedom encompasses the freedom to hold, receive and disseminate ideas.” -American Library Association

For links to intellectual freedom issues go to **American Library Association: Office of Intellectual Freedom** at www.ala.org/oif.

Library Bill of Rights

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

- ◆ Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- ◆ Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- ◆ Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- ◆ Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- ◆ A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- ◆ Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948.
Amended February 2, 1961, and January 23, 1980,
inclusion of "age" reaffirmed January 23, 1996,
by the ALA Council.

Suggested Procedures for Implementing Policy on Confidentiality of Library Records

When drafting local policies, libraries should consult with their legal counsel to insure these policies are based upon and consistent with applicable federal, state and local law concerning the confidentiality of library records, the disclosure of public records, and the protection of individual privacy.

Suggested procedures include the following:

- ◆ The library staff member receiving the request to examine or obtain information relating to circulation or other records identifying the names of library users, will immediately refer the person making the request to the responsible officer of the institution, who shall explain the confidentiality policy.
- ◆ The director, upon receipt of such process, order or subpoena, shall consult with the appropriate legal officer assigned to the institution to determine if such process, order or subpoena is in good form and if there is a showing of good cause for its issuance.
- ◆ If the process, order or subpoena is not in proper form or if good cause has not been shown, insistence shall be made that such defects be cured before any records are released. (The legal process requiring the production of circulation or other library records shall ordinarily be in the form of *subpoena duces tecum* [bring your records] requiring the responsible officer to attend court or the taking of his/her disposition and may require him/her to bring along certain designated circulation or other specified records.)
- ◆ Any threats or unauthorized demands (i.e., those not supported by a process, order or subpoena) concerning circulation and other records identifying the names of library users shall be reported to the appropriate legal officer of the institution.
- ◆ Any problems relating to the privacy of circulation and other records identifying the names of library users which are not provided for above shall be referred to the responsible officer.

Adopted by the ALA Intellectual Freedom Committee, January 9, 1983;
revised January 11, 1988

Professional Resources

Each media center in the county should have a copy of the following documents:

- ◆ Hall County Media Handbook
- ◆ Hall County Board of Education Policy Manual (may be in Principal's office)
- ◆ Copyright for Schools by Carol Simpson.
- ◆ A copy of the school's individual LMC faculty handbook

If the media center does not own Information Power: Guidelines for School Library Media Programs (AASL & AECT, 1998), seriously consider adding it to the professional collection.

One of your best resources on the individual school level is the Media Committee. The committee can help guide the goals of the LMC. Having teachers on the committee will make your collaboration attempts more effective. Make sure to include the following representation on the committee:

- ◆ Administration
- ◆ Parent
- ◆ Teacher
- ◆ Student (for upper grades)

Because it is easy to feel isolated in our individual schools, make sure to keep up with your peers through listservs and professional organizations. Someone out there is tackling the same issues you are on a daily basis. Take advantage of group wisdom. It will make your life simpler and your performance more effective! The following are a few of the groups you can turn to for help:

- ◆ The Hall County Library Media Specialists Association
- ◆ Georgia Library Media Association and listserv <http://www.glma-inc.org>
- ◆ Association for Educational Communications and Technology <http://www.aect.org>
- ◆ Association for Instructional Technology <http://www.gait-inc.org>
- ◆ American Library Association <http://www.ala.org>
- ◆ American Association for School Librarians (division of ALA) <http://www.ala.org/aasl/index.html>
- ◆ LM_Net – a worldwide listserv with over 14,000 members in 64 countries (if you are new to the profession, be sure to check out the “newbies” archive - chock-full of helpful information) http://www.askeric.org/lm_net/
- ◆ InfoCentre listserv

You can find a plethora of resources online. Some extremely useful ones to get you started are:

- ◆ Georgia Library Learning Online (GALILEO) www.galileo.peachnet.edu
- ◆ Pines www.pines.public.lib.ga.us
- ◆ Cyberbee: a large site with teacher and library information on copyright, curriculum ideas, a Library Toolbox and information on web site construction www.cyberbee.com
- ◆ Georgia Public Broadcasting www.gpb.org
- ◆ Peachstar www.peachstar.org
- ◆ Georgia Department of Education www.doe.k12.ga.us/
- ◆ Media Skills Checklist
http://www.clayton.k12.ga.us/edusvc/instruct/media/checklists.html/media_skills_checklist1.htm
- ◆ “You Are the Key” Handbook of guidelines and standards
<http://www.clayton.k12.ga.us/edusvc/instruct/media/You%20Are%20the%20Key/index.htm>
- ◆ Clayton County Media Services
<http://www.clayton.k12.ga.us/departments/instruction/mediaservices/links.asp>
- ◆ Scholastic Books website for Librarians
<http://www.scholastic.com/librarians>
- ◆ Reading Rockets is a national service of public television station WETA and is funded by the U.S. Department of Education
www.readingrockets.org
- ◆ Colorin Colorado -- a web-based service that provides information, activities, and advice for Spanish-speaking parents and educators of English language learners (ELLs) www.colorincolorado.org

Guidelines for Copyright

It is the intent of the Hall County School System to adhere to the provisions of copyright laws. The resource guide, [Copyright for Schools](#) by Carol Simpson is located in each media center for your information and use.

For more information on copyright laws, consult the web sites listed below.

U.S. Copyright Office

www.loc.gov/copyright

Fair Use of Copyrighted Works

www.cetus.org/fairindex.html

Multimedia Fair Use Guidelines

www.utsystem.edu/OGC/IntellectualProperty/ccmcguid.htm#3

University System of Georgia

www.usg.edu/admin/legal/copyright

Copyright with Cyberbee

www.cyberbee.com/copyrt.html

Stanford University Libraries

www.fairuse.stanford.edu

Sample Guidelines and Forms for Teachers:

Guidelines for Use of the Video Collection

Videos in the LMC have been selected according to curriculum needs. Any other videos shown in the school must meet copyright standards. In order to assure compliance, any video that is not checked out of the LMC must be approved by the SHE administration. Copies of the approval form are available in the handbook and in the LMC. Copies are kept on file there. Please return the signed form to the LMC before showing the video to students. The librarian will submit the form for an administrator's approval. This is a system policy and is for each teacher's protection. .

Videotapes taken from the media center should be checked out at the computer and returned the following day. Once a staff member has checked out a videotape, the videotape is the staff member's responsibility

**Copyright Compliance Agreement
Hall County**

I have been informed of the appropriate and legal uses of instructional media, audiovisual equipment, fair use guidelines and copyright compliance policies of Hall County. I acknowledge that I understand these policies and guidelines, and any use I make of copyrighted materials in a classroom setting will be in accordance with both federal law and Hall County policies and guidelines.

Teacher

School

Date

INTERNET ACCESS AND USE-IMPORTANT NOTICE TO PARENTS

Due to the nature of the Internet, it is neither practical nor possible for the Hall County School System staff to enforce compliance with user rules at all times. Accordingly, parents and students must recognize that students will be required to make independent decisions and use good judgment in their use of the Internet.

Therefore, parents must participate in the decision whether to allow their children access to the Internet and must communicate their own expectations to their children regarding its use.

- I understand that Internet access is designed for educational purposes and that the school will attempt to discourage access to objectionable material and communications that are intended to exploit, harass, or abuse students. However, I recognize it is impossible for the school system to restrict access to all objectionable material, and I will not hold the school or school system responsible for materials acquired or contacts made on the Internet.
- I understand that a variety of inappropriate and offensive materials are available over the Internet and that it may be possible for my child to access these materials if he/she chooses to behave irresponsibly. I also understand that it is possible for undesirable or ill-intended individuals to communicate with my child over the Internet, that there is no practical means for the school to prevent this from happening, and that my child must take responsibility to avoid such communications if they are initiated. While I authorize the staff to monitor any communications to or from my child on the Internet, I recognize that it is not possible for the staff to monitor all such communications. I have determined that the benefits of my child having access to the Internet outweigh the potential risks.
- I understand that any conduct by my child that is in conflict with these responsibilities is inappropriate, and such behavior may result in termination of access to the Internet, computer use in general, or a possible disciplinary action.
- I have reviewed these responsibilities with my child, and I hereby grant permission to the school to provide Internet access.
- I agree to compensate the school system for any expenses or costs it incurs as a result of my child's violation of this agreement.

Parent Signature X _____ Date _____

INTERNET NETWORK ACCESS-AGREEMENT

I accept responsibility to abide by the Hall County Board of Education Internet policy and procedures as stated in this agreement. I understand that use of the Internet and access to it are privileges, not rights, and I agree...

- To use the Internet network for appropriate educational purposes and research;
- To use the Internet network only with the permission of designated school staff;
- To be considerate of other users on the network and use appropriate language for school situations;
- Not to intentionally degrade or disrupt Internet network services or equipment. This includes but is not limited to tampering with computer hardware or software, vandalizing data, invoking computer viruses, attempting to gain access to restricted or unauthorized network services, or violating copyright laws;
- To immediately report any security problems or breeches of these responsibilities to appropriate School System/School staff;
- To comply with all of the rules and expectations included in "Guidelines for Use of the Internet" and other guidelines that may be developed by the school;
- Not to divulge personal information such as addresses and telephone numbers over the Internet.

I understand that I have no right to privacy when I use the school Internet network, and I consent to staff monitoring of my communications.

I also understand that any conduct that is in conflict with these responsibilities is inappropriate and may result in termination of network access and possible disciplinary action.

Parent Signature X _____ Date _____

Student Signature X _____ Date _____

Annual Library/Media Report Hall County Schools

1. Number of library books on hand as of 6/ . _____
2. Number of books cataloged during school year. _____
3. Number of library books received, but not completely cataloged. _____
4. Number of library books lost and paid for. _____
5. Number of library books missing. _____
6. Number of library books on hand as of 6/ . _____
7. Number of library books found, missing in previous inventories. _____
8. Total number of library books on hand as of 6/ . _____
9. Number of books on order, not yet received. _____
10. Summary total of books on hand and on order as of 6/ . _____
11. Projected enrollment of school for next year. _____
12. Current number of library books per pupil. _____

School _____

Librarian _____

School Year _____