HOPE SULLIVAN ELEMENTARY LIBRARY

POLICIES AND PROCEDURES

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Library Policy and Procedures Manual

Section 1
Introduction to the Library

Vision Statement: As school librarian, I aim to provide all students with a balanced collection of reading materials and resources in order to meet personal interests and academic needs. I will teach students how to seek out information in order to enhance their learning experiences and to think more deeply about what they read.

Mission Statement: The mission of the HSES Library Media Center is to provide all students and teachers with a safe, inviting environment that fosters a genuine love of reading and develops information literacy skills needed to be successful in an ever-changing technological society.

Statement of Philosophy: The library in each school is an integral part of the school curriculum. Existing primarily for educational purposes, the library offers enrichment and resource materials for students and faculty. Materials are selected from all forms of media available for interest, vocabulary, maturity, and ability levels of all students within the school, and it supports all departments of the school curriculum.

The school library provides additional materials to attract students to reading, viewing, and listening as sources of pleasure and recreation over and above needed subject content. It attempts to foster reading as a lifelong activity through pleasurable exposure to print and non-print material. (Board Policy IFBD)

The HSES Library supports and abides by the American Library Association's Library Bill of Rights. (Appendix A)

Section 2
Library Program

Goals and Objectives: At the beginning of each new school year, short term and long term goals are set in order to address needs of the library and our school community.

Short Term Goals:

1. Update the collection by purchasing new fiction and nonfiction titles with appropriate reading levels.

2. Continue weeding nonfiction sections and decrease the copyright age of select sections based on MDE guidelines. *Use the collection development analysis in order to make decisions.

3. Collaborate with teachers and students through surveys to purchase new titles and media resources based on interests and curriculum standards.

4. Add new technology that teachers can easily use to enhance the learning experiences of their students.

Long Term Goals:

1. Increase library funding and purchase new technology and materials through grant writing.

2. Expand the eBook collection and make it more accessible to teachers, students, and families. (Scholastic Book Flix)

3. Continue to update the reference section by using funds to purchase more current print materials and subscribe to an age appropriate digital research database (GoPebble).

4. Label printed books with reading levels – Lexile, Accelerated Reader, and/or Fountas and Pinnell.

5. Research more about genrefication in order to make the library books more accessible to students.

Information Literacy Standards: The American Association of School Librarians provides standards for the 21st century learner. Reading is a foundational skill for learning, personal growth, and enjoyment. Through positive, meaningful experiences in the library, learners will be able to 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

The HSES librarian will also use library curriculum guidelines suggested by DeSoto County Schools in planning appropriate, meaningful lessons for students to be successful learners, thinkers, and readers. The DCS guidelines for grade K-2 are included (Appendix B).

Budget Procedures: The annual budget for the HSES library is determined mostly by the funds provided by DeSoto County Schools. These funds are based on student population and are received at the beginning of each new school year. The state mandates that libraries receive $7 per student each year and those funds are placed into two accounts. The $7 is based on the average daily attendance from the previous school year.

The county funds are used to purchase print and non-print materials, periodicals for students and teachers, as well as supplies, furniture, and equipment for the library media center. Additional library funds can be raised throughout the year for books and other instructional materials. Money is also placed into an activity account for the librarian to use as needed. (Appendix C)

Advocacy: In my role as librarian and literacy enthusiast, there are several tools I use to promote and advertise the school library to our students, parents, faculty, administration, and the community.

The Library Advisory Committee (LAC) was created in order to gain a better understanding of our school needs concerning the library. The LAC is composed of teachers, administration, and parents and meet once a month to discuss concerns, share ideas, and plan literacy events involving the library.

The LAC includes the following people:

* Kenneth Mckinney (Principal)   * Amanda Whittington (K Teacher)
* Christy Adkins (1st Grade Teacher)   * Ashlee Sommerfeld (2nd Grade Teacher)
* Amber Clay (Counselor)   * Olivia Dunnam (Title I Teacher)
* Lauri Russell (SPED Teacher)   * Amanda Duggin (Librarian)
* Tiffany Boyd (Instructional Coach)

A website and Twitter feed have been created to keep students, parents, and teachers updated about events concerning the library. The website also includes information such as: our mission statement, the library schedule, procedures and policies pertaining to books, weekly skills, the online searchable catalog, links to helpful websites, and access to databases.

Public Relations: Hope Sullivan Elementary School has enjoyed a close relationship with the Southaven community for over 50 years. As librarian, I intend to continue strengthening those relationships with the community through special literacy events and invitations to members of the community to be a part of school sponsored activities.

Literacy Events and Activities:

> * Collaborate with teachers to organize a fall and spring book fair
> * Invite community members to be guest readers
> * Celebrate literacy during Dr. Seuss/Read Across America week
> * Encourage family-school relationships through literacy nights
> * Promote reading at home with a summer reading program (eBooks, summer reading log and back to school party)

Evaluations and Assessments: School library services are evaluated annually by the district in two areas: (1)the performance of the librarian in his/her duties and (2) the scope and implementation of the school's library services. A list of the school librarian's job description can be found in Appendix D.

I have a Master of Arts in Teaching degree and a Library and Media Specialist endorsement on my license. As a certified teacher, I complete required coursework and professional development sessions in order to update my license and enhance my professional skills. My performance as a librarian and the effectiveness of the library program at HSES are formally evaluated by the MS Librarian Professional Growth Rubric (school level) and the MS Library Monitoring Rubric (state level). *Both rubrics can be found at the end of the library manual.

Section 3
Collection Development

Responsibility of Selection of Materials: The DeSoto County School Board is legally responsible for the selection of instructional materials. The authority is delegated to the professional personnel of the district for the selection of these materials.

Library materials at each school are selected cooperatively by the librarian in consultation with the administration, faculty and students. Selection is a cooperative, continuing process. Final recommendations for purchase rest with the librarian with the approval of the school principal and district superintendent.

Selection Criteria for Acquisitions: Educational goals, curriculum needs, faculty needs, students' reading levels, maturity level, background, needs and interests, and existing materials will be taken into consideration in developing the library collection.

Recommendations by the administrators, faculty members, students, parents, and other community members will be considered. Materials selected should be favorably reviewed in one or more current or retrospective professional reviewing tools.

Donations and Contributions: The Desoto County School Board will consider that all donations and contributions will be public funds and will be accounted for as are other public funds. The DeSoto County School Board may permit any local school principal to accept donations and contributions. Donations and contributions that are greater than $500.00 shall be formally submitted to the school board for acknowledgement and acceptance. The school board must recognize in the official minutes the contributor, the amount, and the purpose for which the money was donated, if any. The superintendent will make appropriate budgetary amendments and transfer the donation to the local school if deemed appropriate by the school board. (School Board Policy DFK)

Processing: Print and non-print materials will be processed using MARC records. Those materials will be labeled with a unique Hope Sullivan Elementary barcode and will be given any other identification that is needed (ex: spine labels, Title I labels, reading levels.). All technology purchased that will be checked out through the library media center will also be processed and cataloged through Destiny.

Weeding: Weeding is a process by which materials no longer useful are removed from the library collection, usually during inventory. However, weeding should be carried out continuously in order to keep the library collection up to date. Types of materials which should be regularly weeded from the school library are:

1. Items in such poor physical condition that the readers cannot use them.
2. Materials whose leave have become yellowed and brittle with age.
3. Sources which contain material that is outdated or no longer true. This applies particularly to materials in science, or social studies, especially about other lands and people. The copyright date is a great help in evaluating this type of materials, though not the only factor to consider.
4. Books which have been replaced by new and revised editions.
5. Materials which are not suitable for the readers using the collection.
6. Items which are duplicated of books once popular, but seldom used.
7. Dated audiovisual materials and equipment.

Weeded materials should be completely removed so that they will not find their way back to the library. Old editions should be replaced by newer editions and discarded unless there is a special reason for keeping the old one. Material unsuitable to the collection (both print and digital formats) may be offered to other areas of the school, other libraries in the school system, or to a public library. *An example Weeding Brochure is included in the Appendix.

Challenged Materials: All materials selected will have been judged on the basis of relevance or permanent value, accuracy, authoritativeness, clear presentation and/or readability, and format. Insofar as it is practical, materials will be provided which present all points of view. Materials will not be excluded because of race, nationality, religion, or political views of the writer. When doubt arises about one of the possible selections whether print or non-print, approval copies will be examined by the librarian and at least two other members of the faculty.

The librarian will follow the procedures for challenged materials.(Appendix E,F,G)

Section 4
Daily Operations

Job Descriptions and Responsibilities: As school librarian, I am responsible for fulfilling a variety of duties in order to manage a 21st century library program that is comprehensive and fully integrated into the school curriculum. The responsibilities consist of management duties, organization and maintenance, instructional collaboration, communication, and professional growth. A list of the school librarian's job description and responsibilities can be found in Appendix D. (Source: MDE School Library Guide)

Purchases and Cataloging: In order to make purchases for the HSES library, a purchase order request form must be completed and submitted to the principal for approval. Once purchases are approved and finalized, the materials are barcoded, labeled, and entered into the online catalog known as Destiny. The Destiny catalog is accessible to patrons using the Internet from any location. Print and non-print resources are cataloged using the suggested prefixes found in Appendix H. An example of the Dewey Decimal System call numbers and major divisions can also be found in Appendix H.

Circulation: Students may check out one book per week. Students may renew a certain book for an additional week if he/she chooses. Kindergarten students may take library books home after the first semester. 2nd grade students may check out 1 or 2 library books beginning the second semester of school. All students must have written permission from their parent/guardian to take books home. Otherwise, the library books are kept in the classroom.

A class list of checked-out materials is printed weekly for each kindergarten teacher. Overdue notices are printed monthly for all students. There will be no fines charged for the late return of books. However, a fine can be assessed for damaged and/or lost books. A book must be returned or paid for (if lost) before a new book can be checked out to a student's account.

Upon payment, a receipt will be given to the student. Once a book has been paid for, no refunds will be given. If a student finds a lost book that has been paid for, then he/she may keep the book. Payments will be made to the librarian by cash or check. Once the item is paid for, the patron's record will be cleared. Funds collected will be turned in to the finance office by the end of the day and can be used to purchase replacement titles for the library.

Students should report damage to library materials upon checkout or as soon as they notice the damage. This will enable the librarian to repair the book and prevent the student from being charged for the damage upon the return of the book. If the patron still wishes to check out a book that has been identified as damaged, a note indicating the extent of damage will be entered into the catalog system for that book.

Students are encouraged to return or pay for all materials that were checked out from previous school years or from other district libraries. It is up to the librarian's discretion as to whether a student may continue checking out books until an account is clear of all materials.

Checkout procedures (including fines) for faculty and staff are the same as for students with the exception of the checkout period (30 days with an extension option). Faculty and staff also have the option of checking out leveled book sets for guided reading groups, professional titles, reference materials, audio visual resources and equipment, as well as technology.

DCS libraries have an interlibrary loan system. Teachers may request books for use in their classrooms that are found at other school libraries. These books will be pulled by the librarians, checked out to the teacher, and delivered via school mail. Teachers must give the librarian sufficient notice for items found at other school libraries. A minimum of a week's notice is needed. Teachers are responsible for all books and materials checked out through the library and are encouraged not to permit students or other staff members to remove them from their classroom.

Library cards are used to check out books to 1st grade and 2nd grade students. If a library card is lost or not available, then check out is accomplished through the use of the student's school ID number or name. New student arrivals to the school are generally added to the system by the second week of attending the school.

Library and Teaching Schedules: The HSES library is an activity period with a fixed schedule to allow each K-2 class to visit once a week. In addition to teaching and library administration duties, I also have scheduled times for morning and afternoon duty, lunch breaks, extra curricula activities (ex: book club, LEGO club) and planning periods. Students also have the opportunity to visit the library during an open check-out time each day from 2:15-3:00. A detailed library schedule can be found in Appendix I.

Storage and Maintenance of Equipment: Faculty and staff may check out an unlimited number of videos, DVDs, or CDs. Audiovisual equipment is available to faculty and staff for use in the classroom on a daily, school year, or permanent basis. The equipment is stored in the library, back office, or supply closet.

Available items are:

Equipment available for daily checkout -- *(returned at the end of the school day)*

☐ iPads
☐ DVD/VHS Player and Television
☐ Swivl Robotic Camera *(can be checked out for a week at a time)*

Equipment available for permanent use – *(one per classroom)*

☐ Television
☐ Interactive technology board with projector

Equipment available for school year checkout:

☐ LCD projector
☐ Tape player/CD player combination unit
☐ Portable speakers for computers
☐ Limited number of Elmo document cameras
☐ Laptop computers and Macbooks
☐ iPads with synch carts *(limited number assigned to certain classrooms)*
☐ Student remote clickers (Activotes and Qwizdom)

** Teachers should report broken equipment to the librarian as soon as possible. A help ticket will be submitted requesting repair from the technology department.

Section 5
Other Policies

Copyright and Fair Use: With the vast amount of information available, it is important for teachers and school librarians to be aware of the copyright and fair use laws that exist. A copyright chart and fair use guidelines for information used in an educational setting can be found in the Appendix J section (Source: www.halldavidson.net).

Video Policy: It shall be the policy of the DCS district to prohibit the use of X-rated and R-rated video materials in all of its facilities unless specifically approved by the superintendent's designee. Any video material rated PG or PG13 must have a parent's permission before a student may view the video. Video materials from commercial television, cable television, public television, video stores, etc. carry special individual restrictions. Many absolutely prohibit recording and use, even in schools. Video materials should meet the following conditions prior to being shown:

1. It must be shown as a part of an instructional program and meet a specific objective documented in the instructor's lesson plans.
2. It must be shown by students' instructors or guest lecturers.
3. It must relate to a unit of study.
4. It must be shown as a legitimate copy and not violate any copyright laws.

In order to comply with the copyright laws, it is deemed essential that the employees of DeSoto County Schools and all who use the equipment of the schools abide by the following regulations:

1. A television program may not be recorded at home from either a broadcast or cable transmission and used at school. Home recording is for home use only.
2. A purchased video may be used in the school only for instruction and not for entertainment unless a public performance license has been obtained.

It is the responsibility that each employee, prior to showing any video material, be aware of the rating restrictions of the policy and become personally responsible for any infringements of copyright laws through the use of video materials.

Acceptable Use Policy for Internet: It is the policy of DCS to (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information or minors; and (d) comply with the Children's Internet Protection Act.

Definitions: key terms are as defined in the Children's Internet Protection Act.

Access to Inappropriate Material: to the extent practical, technology protection measures (Internet filters) shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions pf material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage: To the extent practical, steps be taken to promote the safety and security of users of the DCS online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network includes: (a) unauthorized access, including so-called "hacking," and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Education, Supervision, and Monitoring: It shall be the responsibility of all members of the DCS District's staff to educate, supervise, and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Technology Director or designated representatives. The DCS District or designated representatives will provide:

I.   The standards and acceptable use pf Internet services as set forth in the DCS Internet Safety Policy;
II.   Student safety with regard to:
    a. safety on the Internet;
    b. appropriate behavior while online, on social networking websites, and in chat rooms; and
    c. cyberbullying awareness and response.
III.   Compliance with the E-rate requirements of the Children's Internet Protection Act (CIPA)