Process Guide for
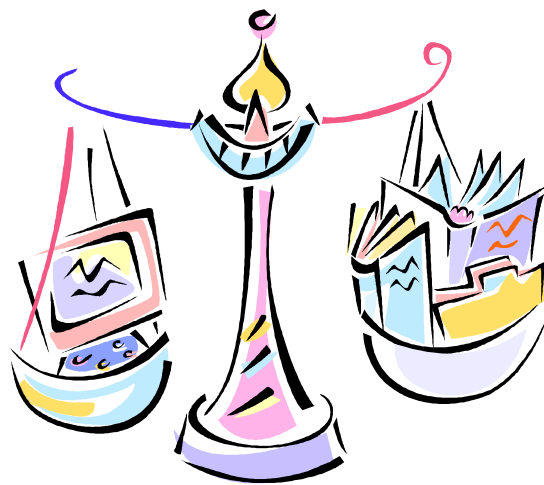# School Library Media Centers:
A Balanced Approach
Pre-K-12

Prince George's County Public Schools
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BOARD OF EDUCATION
OF
PRINCE GEORGE'S COUNTY, MARYLAND

Acknowledgements

The Prince George's County Public Schools Office of Library Media Services wishes to thank the following professionals who helped revise the Process Guide:

Table of Contents

Mission Statement

The mission of the school library media program in Prince George's County is to ensure that students and staff are effective users of ideas and information. This means:

- We understand that 21st century learning requires a set of skills for the Knowledge Age. These skills include: building a learning capacity and innovation skills, developing competencies in information, media and technology and life and career skills.
- Sustaining the goals of the Maryland Common Core Curriculum Frameworks, State Curriculum, American Association of School Librarians Standards for the 21st Century Learner In Action, and the School Library Media State Curriculum which prepares students for what they need to know and be able to do to be successful in college and careers. Students developing lifelong learning habits, critical thinking skills, and the ability to use newly acquired information effectively and collaboratively in a global setting.
- Encouraging professional, certified library media specialists and teachers at the school level to plan instructional programs for students to develop and strengthen skills in order to be successful in college and career readiness.
- Providing print and nonprint materials, including technology-based digital resources, and instruction in their use as directed by the school curriculum.
- Standing separately from the Public Library System by holding information in a centrally located school-based area to support curriculum objectives.
- Encouraging an appreciation of books and other sources of information for learning, research, and leisure.
- Integrating technology with the curriculum and information literacy skills as outlined in:
  - American Association of School Librarians' ***Standards for the 21st Century Learner*** http://www.acrl.org/ala/aasl/aaslproftools/learningstandards/standards.cfm
  - Maryland State Department of Education's ***School Library Media State Curriculum***, http://www.marylandpublicschools.org/MSDE/programs/technology/Library_media.
  - International Society for Technology in Education's National Educational Technology Standards for Teachers and Students, http://www.iste.org/standards
  - American Association of School Librarians' Empowering Learners, Guidelines for School Library Media Programs, http://ala.org/aasl/standards-guidelines/program-guidelines

Purpose of the School Library Media Program

The purpose of the school library media program is to ensure that students and staff are effective users of ideas and information. The school library media specialist (SLMS) empowers students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information by:

- Collaborating with educators and students to design and teach engaging learning experiences that meet individual needs.
- Instructing students and assisting educators in using, evaluating, and producing information and ideas through active use of a broad range of appropriate tools, resources, and information technologies.
- Providing access to materials in all formats, including up-to-date, high-quality, varied literature to develop and strengthen a love of reading.
- Providing students and staff with instruction and resources that reflect current information needs and anticipate changes in technology and education
- Providing leadership in the total education program and advocating for strong school library media programs as essential to meeting local, state, and national educational goals.

Standards for the School Library Media Program

Standards for the 21st Century Learner

Common Beliefs
The nine common beliefs feature two core approaches to learning that are embedded in school library programs – reading and inquiry.

1. Reading is a window to the world.
2. Inquiry provides a framework for learning.
3. Ethical behavior in the use of information must be taught.
4. Technology skills are crucial for future employment needs.
5. Equitable access is a key component for education.
6. The definition of information literacy has become more complex as resources and technologies have changed.
7. The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.
8. Learning has a social context.
9. School libraries are essential to the development of learning skills.

Learning Standards
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.

The Library Media Common Core Crosswalks

The *Library Media Common Core Crosswalks* align the **Maryland Common Core Curriculum Framework** to the **American Association of School Librarians' Crosswalk of the Common Core Standards and the Standards for the 21st Century Learner.** Additionally, each AASL Standard referenced from the Crosswalk is detailed by skill, dispositions in action, responsibilities and self-assessment strategies. These documents may be used to find direct correlations between state and national library media standards and Maryland Common Core Standards. These correlations will facilitate collaborative conversations between the library media specialist and the classroom teacher and assist both with creating meaningful instructional goals for students K-12. Look for the following documents:

Personnel of the School Library Media Program

Library Media Specialist

The Critical Roles of the School Library Media Specialist

The school library media specialist (SLMS) is critical for the implementation of meaningful and productive instruction that meets the informational needs of all students and staff. All five roles of the SLMS, leader, instructional partner, teacher, information specialist, and program administrator are interconnected. One role cannot be performed without the support of the others.

Leader

Leadership is integral to developing a successful 21st century school library media program. As information literacy and technology skills become central to learning, the SLMS must lead the way in building 21st century skills throughout the school environment. The SLMS should become an active member of local and global learning communities.

Instructional Partner

The SLMS works with members of the school community to develop the policies, practices, and curricula to guide student learning. The SLMS collaborates with classroom teachers to develop assignments that are matched to academic standards and include key critical thinking skills, technology and information literacy skills, and core social stills and cultural competencies. The SLMS guides instructional design by working with classroom teachers to establish learning objectives and goals, and by implementing assessment strategies before, during and after units of study. In a 24/7 learning environment, communication with classroom teachers and students now takes place virtually, as well as face to face.

Information Specialist

The SLMS uses technology tools to supplement school resources, assist in the creation of engaging learning tasks, connect the school with the global learning community, communicate with students and classroom teachers at any time, and provide 24/7 access to library services. The SLMS introduces and models emerging technologies. The SLMS has expertise in the ethical use of information.

Teacher

As a teacher, the SLMS performs the following tasks:
- Empowers students to become critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information.
- Creates, teaches, and assesses collaborative lessons that infuse content standards utilizing the Crosswalk.
- Encourages student participation in meaningful critical thinking tasks such as involvement in the Prince George's County *Write-A-Book Literary Competition* (PGIN 7960-1523).

- Collects and maintains accurate data concerning types of programs offered, student/staff participation, and attendance/circulation data.
- Submits a periodic report to the Office of Library Media Services and the principal (see appendix for sample reports).
- Maintains a Library Media Services portfolio throughout the course of each academic year. This portfolio will contain representative materials and projects generated during the year using one or more library media services. This portfolio should be shared with the principal, leadership team, and the Office of Library Media Services at the end of the year.
- Utilizes input from the school improvement team and related curriculum groups about the effectiveness of the role played by the library media specialist in facilitating school-wide accomplishment of identified yearly goals and objectives.

Program Administrator

The SLMS ensures that all members of the learning community have access to resources that meet a variety of needs and interests. The implementation of a successful SLMP requires the collaborative development of the program mission, strategic plan, and policies, as well as the effective management of staff, the program budget, and the physical and virtual spaces.

Instructional Media Aide/Library Media Assistant

The Instructional Media Aide/Library Media Assistant/Library Paraprofessional (LMA) is a person who provides assistance to the SLMS. Office space is not required but he/she should be provided with a desk and other equipment necessary to complete job responsibilities.

Under the supervision of the SLMS, the LMA is responsible for assisting in the:
- Administration of the circulation desk
- Supervision of reserve collections
- Direction and supervision of student assistants and volunteers

The LMA offers basic guidance for students and teachers in the use of the:
- Automated catalog
- Computer workstations
- Databases
- AV equipment

The LMA should have the ability to work independently and cope with continual interruptions and shifting job responsibilities. He/she should possess excellent word processing skills and basic knowledge of the organization and content of the LMC. The LMA should possess an interest in and affinity for direct work with young people. This is a position that involves a great deal of activity and requires strong public relation skills.

Roles and responsibilities

- Circulates library materials, maintaining records of items issued and returned

- Supervises the circulation desk and performs a variety of clerical and related tasks under the supervision of the SLMS
- Sets up reserve collections
- Helps students and faculty locate materials using the automated catalog and other reference sources
- Assists users with setting up and using the AV equipment
- Shelves materials
- Aids in the preparation of library publications such as newsletters, brochures, etc.
- Notifies students when reserved books are available and when books are overdue, maintaining an obligations record
- Assists in preparing bibliographies/pathfinders/webliographies.
- Assists with displays and other special projects
- Supervises and executes the automated inventory
- Maintains office files and records as required
- May supervise small groups of students
- Answers a variety of telephone and other inquiries where routine policies are clearly established
- Processes instructional equipment and materials
- Monitors the receipt, distribution, and return of instructional equipment and materials
- Assists in the development of graphic materials for instructional purposes
- Helps to maintain a friendly and cooperative atmosphere for students and staff
- Maintains library materials that need to be mended, discarded, and/or replaced
- Performs any other related duties that may be assigned by the SLMS

The LMA is responsible through the SLMS to the school principal. The SLMS should be involved in the hiring and performance evaluation of the LMA.

Library Volunteers and Student Aides

Aides and volunteers are very helpful in assisting with the operation of the library media center. Student aides may be assigned to the library by the school's guidance department. The library media specialist may request that students apply for volunteer positions; a sample application form is in the appendix. The number of hours worked by the volunteers should be documented. Students can earn community service hours and will need to complete the "Student Service Verification of Participation form" (see appendix).

Some of the duties the library media specialist may assign include:

- Checking out books and other materials to faculty and students.
- Answering the telephone and taking detailed messages.
- Shelving books using Dewey Decimal classification and alphabetical order.
- Shelving periodicals in chronological order.
- Clerical duties.
- Computer data entry.
- Assisting with special displays, bulletin boards and showcases.
- Assisting students with the use of automated catalog and locating books on the shelves.

Program Management

Teaching and Collaborating

Building Collaborative Partnerships

The school library media program promotes collaboration among members of the learning community and encourages learners to be independent, lifelong users and producers of ideas and information.

Actions**:**
- Collaborates with a core team of classroom teachers and specialists to design, implement, and evaluate inquiry lessons and units
- Collaborates with an extended team that includes parents, members of the community, museums, academic and public libraries, municipal services, private organizations, and commercial entities to include their expertise and assistance in inquiry lessons and units
- Works with administrators to actively promote, support, and implement collaboration
- Seeks input from students on the learning process

The Role of Reading

The school library media program promotes reading as a foundational skill for learning, personal growth, and enjoyment.

Actions:
- Models reading strategies in formal and informal instruction.
- Collaborates with teachers and other specialists to integrate reading strategies into lessons and units of instruction.
- Acquires and promotes current, high-quality, high-interest collections of books and other reading resources in multiple formats.
- Develops initiatives to encourage and engage learners in reading, writing, and listening for understanding and enjoyment.
- Fosters reading for various pursuits, including personal pleasure, knowledge and ideas.
- Creates an environment where independent reading is valued, promoted, and encouraged.
- Motivates learners to read fiction and nonfiction through read-alouds, booktalks, displays, exposure to authors, and other means.
- Creates opportunities to involve caregivers, parents, and other family members in reading.

Addressing Multiple Literacies

The school library media program provides instruction that addresses multiple literacies, including information literacy, media literacy, visual literacy, and technology literacy.

Actions:

- Collaborates with classroom teachers to embed skills associated with multiple literacies into lessons and curricular units.
- Guides students and teachers to formats most appropriate for the learning task.
- Promotes critical thinking by connecting learners with the world of information in multiple formats.
- Provides instruction specific to searching for information in various formats.
- Stays abreast of emerging technologies and formats.
- Adapts to and models new skills, new technologies, and new understandings of the learning process.
- Encourages the use of multiple formats to present data and information in compelling and useful ways.
- Integrates the use of state-of-the-art and emerging technologies as means for effective and creative learning.
- Embeds key concepts of legal, ethical, and social responsibilities in accessing, using and creating information in various formats.
- Practical approaches to Collaborating
  - Establish a good relationship with teachers; be approachable.
  - Raise teachers' expectations of what the school library media program can do.
  - Become an expert on the curriculum's goals.
  - Show the connections between information literacy and content-related objectives.
  - Solicit teachers' assistance in the library media program.
  - Be flexible in expectations and timing.
  - Be persistent.
      (Source: Adapted from Linda Wolcott, "Planning with Teachers: Practical Approaches to Collaboration," *Emergency Librarian* (January-February 1996): 9-14.)
      -- Information Power (1998)

Effective Practices for Inquiry

The school library media program models an inquiry-based approach to learning and the information search process.

Actions:

- Supports educational and program standards as defined by the local, state, and national associations.
- Stimulates critical thinking through the use of learning activities that involve application, analysis, evaluation, and creativity
- Designs learning tasks that incorporate the information search process
- Builds upon learners' prior knowledge as needed for the learning task
- Provides aids that help learners collect information and data
- Uses differentiated strategies with respect to gender, reading ability, personal interests, and prior knowledge to engage learners in reading and inquiry

- Uses diagnostics, including observation, checklists, and graphic organizers, to identify zones of intervention
- Applies appropriate interventions to help learners perform tasks that they cannot complete without assistance
- Uses formative assessments to guide learners and assess their progress
- Provides opportunities for learners to revise their work through feedback from educators and peers
- Integrates the use of state-of-the-art and emerging technologies as a means for effective and creative learning
- Adapts to and models new technologies and new understandings of the learning process
- Use a research model such as Big 6 http://www.big6.com/kids/. (See appendix)

Assessment for Teaching for Learning

The school library media program is guided by regular assessment of student learning to ensure the program is meeting its goals.

Actions:
- Uses formative assessments that give students feedback and the chance to revise their work
- Uses summative assessments of process and product in collaboration with teachers
- Uses performance-based assessments, such as rubrics, checklists, portfolios, journals, observation, conferencing, and self-questioning
- Creates rubrics for student work that integrate curricular, informational, and critical thinking standards
- Documents student progress through portfolios that demonstrate growth
- Implements critical analysis and evaluation strategies
- Solicits student input for the assessment of inquiry-based instructional units upon their completion
- Solicits student input for post-assessment of inquiry-based instructional units

Building the Learning Environment

Planning and Evaluating the School Library Media Program

The school library media program is built on a long-term strategic plan that reflects the mission, goals, and objectives of the school.

Actions:
- Uses strategic planning for the continuous improvement of the program
- Develops, with input from the school community, mission statements and goals for the school library media program that support the mission, goals, and objectives of the school
- Conducts ongoing evaluation that creates the data needed for strategically planning comprehensive and collaborative long range goals for program improvement
- Analyzes the data and sets priorities articulated as goals

- Writes objectives for each goal that include steps to be taken to attain the goal, a timeline, and a method of determining if the objective was attained
- Uses evidence of practice, particularly in terms of learning outcomes, to support program goals and planning
- Generates evidence in practice that demonstrates the efficacy and relevance of the school library instructional program
- Uses action research, a tool of evidence-based practice, to provide methods for collection of evidence and input from users through interviews, surveys, observations, journaling, focus groups, content analysis, and statistics
- Uses research findings to inform decision- making and teaching practices
- Plans for the future through data collection, program evaluation, and strategic planning

The Learning Commons

The school library media program includes flexible and equitable access to physical and virtual collections of resources that support the school curriculum and meet the diverse needs of all learners.

Actions:
- Creates an environment that is conducive to active participatory learning, resource-based learning, and collaboration with teaching staff
- Ensures that library hours provide optimum access for learners and other members of the school community
- Promotes flexible scheduling of the school library facility to allow for efficient and timely integration of resources into the curriculum
- Creates a friendly, comfortable, well-lit, aesthetically pleasing, and ergonomic space that is well integrated with the rest of the school
- Designs learning spaces that accommodate a range of teaching methods, learning tasks, and learning outcomes
- Provides space and seating that enhances and encourages technology use, leisure reading and browsing, and use of materials in all formats
- Provides sufficient and appropriate shelving and storage of resources
- Designs and maintains a library website that provides 24/7 access to digital information resources, instructional interventions, reference services, links to other libraries and academic sites, information for parents, and exhibits of exemplary student work
- Ensures that technology and telecommunications infrastructure is adequate to support teaching and learning working with IT technicians as needed.

Policies

The school library media program includes policies, procedures, and guidelines that support equitable access to ideas and information throughout the school community.

Actions:
- Seeks input from appropriate members of the school community when developing policies

- Work with the Office of Library Media Services to develop and implement Board-approved collection development policies, including those for selection and purchasing
- Works with the technology department and school administrators to develop and implement acceptable-use policies
- Works with faculty to develop policies that guide the ethical use of information
- Establishes SLMP acquisition, processing, and cataloging procedures that conform with district policies
- Establishes policies for reserving and scheduling use of library spaces and resources

Collection and Information Access

The school library media program includes a well-developed collection of books, periodicals, and non-print material in a variety of formats that support curricular topics and are suited to inquiry learning and users' needs and interests.

Actions:
- Collaborates with the teaching staff to develop an up-to-date collection of print and digital resources in multiple genres that appeals to differences in age, gender, ethnicity, reading abilities, and information needs
- Advocates for and protects intellectual access to information and ideas
- Maps the collection to ensure that it meets the needs of the school curriculum
- Regularly seeks input from students through such tools as surveys and suggestion boxes to determine students' reading interests and motivations
- Ensures the collection is centralized and decentralized as needed to support classroom activities and other learning initiatives in the school
- Promotes alternative reading options through reading lists, bibliographies, and webliographies that include periodicals, best seller lists, graphic novels, books, and websites in multiple languages

Communication

Electronic Communication

All library media specialists and assistants will maintain a PGCPS e-mail account and check for messages at least once each day. The Office Library Media Services will use e-mail, the Google site and wiki, and other technology tools as needed to communicate news, instructions, training modules, and procedures with the specialists. The site is located at https://sites.google.com/a/pgcps.org/office-of-library-media-services.

PGCPS e-mail accounts and related technological applications are for professional use only. The link to the current Acceptable Use Guidelines (Acceptable Use Policy, Administrative Procedure 0700, July 1, 2009) is http://www.pgcps.org/~procedur/1000/0700.pdf.

LM_NET, an online discussion group, is open to school library media specialist and stakeholders in the school library media field worldwide. Directions for joining this listserv at available at http://www..eduref.org/lm_net.

Library Media Support Team

The Library Media Support Team (LMST) consists of experienced library media personnel, representing elementary, middle, and high schools. Representatives from the LMST advise the library media supervisor, offer support as needed to the other library media specialists in their area, and share news and updates with the library media staff at quarterly Review and Evaluation sessions.

Library media specialists are encouraged to contact their LMST representatives with questions, comments, or items for discussion by the group.

Representatives of the Library Media Support Team shall be granted release time for meetings and for visits to other schools. A schedule of Library Media Support Team meetings will be published at the beginning of each school year by the Office of Library Media Services.

Public Relations

The library media specialist should communicate with all stakeholders on a regular basis to help them become excited about reading and receptive to the library media program. Newsletters and web pages can advertise new print and non-print materials and reading contests. Through formal and informal communication and effective social media, the SLMS can create a community of readers, improve the information literacy of all stakeholders and reinforce classroom learning. Data on the library program should be shared frequently so that administrators, staff, and parent groups understand the value of the library media program.

Circulation

All school library media centers are automated and use an online web-based computer program provided by the Office of Library Media Services for circulation. Circulation records and statistics are maintained using Follett Destiny, the automated circulation system. The link to the Destiny help guide can be found by logging in to Destiny (http://destiny.pgcps.org).

Loan and Renewal Policies

- Lending and renewal policies are at the discretion of the individual school library media specialist.
- Library media specialists should follow ALA guidelines regarding patron confidentiality (see appendix).
- Students should not withdraw from school without settling all financial obligations to the library. The library media specialist should work with the school administration and guidance department to ensure that the library is included in the withdrawal process.

Transferring students

Students transferring from another school may have outstanding obligations to another library media center in the county. The library media specialist in the new school should remind the transfer student of any library obligations. The library media specialist may not collect monies for another school; students must be directed to their previous schools to clear financial obligations. Library media specialists are encouraged to communicate with each other to settle all library obligations.

When a book from another library media center is turned in, the library media specialist should return it to the originating library via pony. Once the originating library receives the book, the library media specialist must check in the book. The library media specialist of the originating library is encouraged to use discretion in forgiving minimal fines when books have been turned in.

Interlibrary Loan (ILL) between Public Schools

- The practice of Prince George's County Public Schools is to lend materials to other county public school libraries if the materials are not in actual use in that building.
- A reasonable loan period should be established between the school library media specialists involved.
- The borrowing school is responsible to ensure replacement of lost or damaged materials.

Library Automation System

Follett Destiny is the county's integrated library automation system. MARC records are maintained by the Office of Library Media Services. Procedures, training, and instructions for using Destiny are provided by the Office of Library Media Services.

Follett Destiny Remote

In the event that Follett Destiny is unavailable, the library media staff should continue to circulate materials. Destiny Remote must be loaded onto the main circulation computer. A link to the downloadable program is at http://software.pgcps.org.

Organization of Materials

Cataloguing and Classification

All print and nonprint materials are catalogued according to the *Anglo-American Cataloguing Rules, 2nd ed.* (AACR2), using the Dewey Decimal Classification System. A union catalog, consisting of all the holdings of every library media center, is maintained by the Office of Library Media Services. Access to this catalog is through an internet browser, such as Internet Explorer. The URL is http://destiny.pgcps.org.

Adding and editing copies

Title Records
The bibliographic portion of the catalog record, consisting of author, title, copyright, subject headings, ISBN, etc. is entered by the Office of Library Media Services, either through loading vendor-supplied data, or by those designated and trained to perform cataloging by the Office of Library Media Services. A library media specialist may request that changes (adding additional subject headings, alternate titles, etc.) be made to this portion of the catalog by contacting a cataloging representative.

<u>Copy Records</u>
The school-based library media specialist may add copy records to an established bibliographic record. The library media specialist is responsible for, and may make changes to, the copy portion of the record. This includes the status, barcode, call number, purchase price, circulation type, date acquired, category, notes, volume, sub-location, vendor, and funding source.

Status: The library media specialist may change the available status to out for repairs.

Barcode: Each item in the library must have a unique barcode number. Books purchased from vendors usually come with barcodes already attached. Each approved vendor has been assigned a range of numbers. Our county does not use a check digit on our barcodes.

Each new barcode number assigned by a library media specialist should be fourteen digits long.
- The first digit is always a 3.
- The second through fifth digit is the four-digit school location code.
- The sixth and seventh digits are 99 for copy IDs assigned by the school. (For vendor-provided materials, the sixth and seventh digits will be 00).
- The ninth through fourteenth digits are a sequential number.

Call number: It is important to remember that there is no right or wrong call number; the question of where a book should be shelved is often a matter of choice. The library media specialist should use professional judgment to select a call number which will ensure the most complete access within his or her library media center.

The cutter is the part of the call number that identifies the author or title. It is usually derived from the first three letters of the author's last name (or title if there is no author). It is placed after the call number.

	Call number	**EXAMPLE**
Fiction	Prefix = FIC	FIC TWA
Non-Fiction	The Dewey Decimal Classification is used. It is preferred to truncate the Dewey number at the first tic ('), however, a library media specialist is free to use a longer Dewey number if it will improve organization or increase access in his or her library media center.	541.55 MAT
Story Collections	Prefix = SC	SC HAR
Everybody	Prefix = E	E SEU
Biography	The Dewey number 921 is used, followed by the first three letters of the subject's last name.	921 JAC
Reference	Prefix = REF, followed by a standard Dewey number.	REF 421 MER
Videos	The prefixes VC (for video cassette) or DVD (for Digital video disk) are used, followed by a standard call number.	VC 978 WES DVD 978 WES
Ebooks	Prefix = EBK	EBK FIC TWA

	Call number	EXAMPLE
E audiobooks	Prefix = EAUD	EAUD FIC TWA
Magazines	Prefix = MAG, followed by the first three letters of the magazines titles. Optionally, the date of the issue may be included.	MAG ZOO MAG ZOO (MAY 06) MAG ZOO (5/06)
Kits	Prefix = KIT	KIT E CAR KIT 508 BRA
Paperback	Prefix = PB. This should only be used when paperbacks are not interfiled with the regular collection. If paperbacks and hardbacks are interfiled, the paperback should have the same call number as the hard cover books. This is critical if one wishes to produce a shelf list.	PB FIC KIN
Audio Books	Prefix = SBK (for sound book), followed by a standard call number.	SBK FIC HAR SBK 301.5 SMI
Sound recording	Prefix = CAS (for audio-cassette) or CD (for compact disc), followed by the first three letters of the performer's last name. If there is no single performer, use the first three letters of the title.	CAS FIC BOD CD FIC HIT
Graphic novel	Prefix=GN. if graphic novels are filed in a separate section otherwise.	GN 741.5 HAK, 741.4HAK GN 921 TUB
Software	Prefix = SW for all software, followed by a standard Dewey Decimal number, or by the first three letters of the software title.	SW REA SW 372.44 REA

Purchase Price: The Dewey number 741.5 is used followed by the first three letters of the author's last name. The library media specialist may modify the price; however, it should equal the current replacement value. The minimum price of an item is set by the Office of Library Media Services. When a new book is loaded into the automated library system, the actual purchase price is entered into the record.

Minimum Prices (determined in 2008)	
Type of book	**Minimum Price**
Reference	$50.00
Professional Collection	$40.00
Non-fiction book	$30.00
Other book (Fiction, Collective biography, Everybody, Individual biography, story collections)	$20.00
Paperback	$10.00
DVDs and Videos	$25.00

Circulation Type: The circulation type consists of a number of categories defined by the Office of Library Media Services. Along with Patron Type, the Circulation Type defines the circulation policies (loan period and fines) of the item.

AUDIOBK	A sound recording, either abridged or unabridged, of a printed book being read aloud
AV	Sound recordings of music, historical recordings, storytelling, dramatic presentations, etc.
BOOK	For books which follow the general circulation rules
EBOOK	E-books and other electronic resources
EQUIPMENT	Should not be used
EVERYBODY	Optional. May be used for picture books.
KIT	Used for materials which have many parts and are packaged together as one item. An example would be a book with felt board pieces, a book with a puzzle or toy.
MAGAZINE	For magazines
MICROFORM	Microfilm or microfiche
NEW-BOOK	Optional. The library media specialist may chose to mark items as a "new-book" for a particular amount of time.
NEWSPAPER	Newspapers
PAMPHLETS	Small materials which are filed separately (possibly in a vertical file) from the general collection
PROFESSIONAL	Materials kept solely for the teacher's use. These materials are not checked out to students.
REF-BOOK	Used for materials in the Reference Collection
Regular	Do not use. All items should be changed to the correct circulation type.
SOFTWARE	Computer programs that are circulated
VIDEO	Used for videocassettes, digital video disks (both DVD and laserdisc), and streaming videos
WEBSITE	Used for materials located on the world wide web
SAFARI	SAFARI Montage records

Date Acquired: Date the item was entered into the system. It is possible to backdate the item.

Categories: This is an optional field. The media specialist may choose to set up and maintain categories such as reading lists (AP English, Newbery Award winners, Math-Literature Connection books), genre lists (horror/scary stories; science fiction), etc. These lists must be maintained by the media specialist as the books are received.

Notes: This is an optional field. The media specialist may enter any necessary information about the item into this field.

Volume, Issue, Etc. and Copy Number: If the copy requires enumeration or chronology, enter the description (for example, Volume, Issue, Number, or Year) and then enter the number.

Sub-location: This is an optional subfield. Sub-locations refer to the physical place where the item is kept in the library. The library media specialist may create additional sub-locations as needed, such as: New, Librarian's Office, etc. Many books have "ON-SHELF" as a sub-location; this does not refer to the circulation status.

Vendor: This is an optional subfield.

Funding   This is an optional field. There are times when it is necessary to track materials
Source: purchased with federal, state, or grant funds; this field can be used for that
                   purpose. All federally funded materials must be noted. The library media
                   specialist may also use this field to track donations, book fair purchases, or other
                   funding sources.

Submitting Material to be Catalogued

When a record does not exist in the Follett Destiny database, the library media specialist should forward the material in question to one of the designated cataloguers for inclusion into the Prince George's County Public Schools collection. This is done by completing a Cataloguing request form found on the Office of Library Media Google site.

Once the cataloguer has added the appropriate record to the database, the requesting school can follow the standard *Add Copy* procedure.

Periodicals

A complete, accurate, and up-to-date record of periodicals should be kept. The automated library system may be used for this purpose.

A record for each magazine on the approved list will be entered into the automated system. The title of each magazine may be followed by a calendar year in square brackets, for example *Time [2006]*. Library media specialists should attach their copies to the title with the correct year. Once a barcode number has been assigned, magazines can be circulated like other materials.

Periodicals are kept as space permits and are preferably stored in Princeton files. When periodicals are withdrawn, they should be removed from the automated library system in the same manner as books.

Audiovisual Equipment

The library media specialist is often responsible for maintaining the school's audiovisual inventory.

All new equipment must be engraved or marked with a permanent marker with the school name, *Prince George's County Public Schools*, and the serial number. Equipment without a serial number should be marked with the school's cost center and a number assigned to it in-house. See the school secretary for information on completing self-insurance forms.

The library media specialist should maintain an inventory showing the make, model, serial number and warranty information for all equipment for which he/she is responsible. At all times, the inventory should also accurately reflect the location of the equipment and/or the teacher responsible for it. It is recommended that this information be kept in an electronic spreadsheet, such as Excel, for ease of use and updating. When a staff member or a student borrows equipment to be taken out of the building, an Employee Equipment Agreement (see Appendix) is filled out. The principal's signature is required and a

copy of the form is sent to the appropriate office for long-term loans. For short-term loans, the library media specialist may keep the form on file.

<u>Equipment Self-Insurance</u>
County policy covers information about in-use inventory and the self-insurance program. Prince George's County Public schools has its own self-insurance. Although only items valued over $500.00 are placed on self-insurance, each school is responsible for maintaining a complete inventory of all items in the school. This inventory is maintained by a person designated by the principal and usually is not the SLMS. The equipment a library media specialist had been responsible for in the past shall continue to be his or her responsibility. The county will continue to do spot checks of these self-audits and review records of equipment valued under $500.00. These records must be as accurate as possible. All equipment valued over $500.00 must be placed on an "In-Use Inventory Receiving Report" (see appendix).

<u>Equipment Repair</u>
It is the responsibility of the library media staff to report broken library media equipment. The SLMS must contact the manufacturer or vendor for material still under warranty.

The Maintenance Department will repair some small audiovisual equipment. An "Audiovisual Repair Request" form (see appendix) must be filled out completely and attached to the broken equipment. The shop also advises that the full name (no abbreviations) of the school and the school number be clearly written on the material, in case the form is lost during transit. The equipment is then placed in the school's main office or other designated place for pick-up by the Pony. Up to two items may be sent out at one time. The audiovisual inventory record must be updated to indicate which items are out for repair. A copy of the Audiovisual Repair Request, signed by the Pony Driver, must be kept until the item is returned.

Large equipment and school-based repairs (such as electrical wiring problems or cable television wiring problems), are also repaired by county maintenance. Repair requests are submitted electronically by a designated person in the school, often the building supervisor or school secretary. Repair requests should be made on an ongoing basis throughout the year, rather than done at the end of the school year.

Computer equipment (including network wiring, printers, video projectors, digital cameras, and document cameras) needing repair should be reported to the Information Technology Technician assigned to the school.

When it is no longer cost-effective to repair the broken equipment, the library media specialist should fill out a materials transfer form (see Appendix), submit to the school secretary, and place the item aside for pick up by the Warehouse.

Collection Development

State Standards

The goal is that each PGCPS Library Media Center should meet the national standards for collection size, as published in *School Library Journal's Spending Survey by Lesley Farmer, March, 2011*.

	Elementary School	Jr. High/Middle School	High School
Collection Size	12,000 books	13,000 books	14,000 books

Collection Development Process

Collection development is the ongoing process of identifying the strengths and weaknesses of library media collections in terms of student and staff needs.

The Prince George's County Public Schools Library Media Collection Development Program is a systematic plan which has been developed to assess, select, and purchase quality print and nonprint materials to meet the individual learning styles of students and to support the curricular needs of the school system. This procedure was developed in response to program improvement recommendations made by the Maryland State Department of Education during its review of the Prince George's County Media Program. The basis for this review was *Standards for School Library Media Programs in Maryland* (see works cited section). In addition, the Middle States certification process now requires that a collection development program be in place in schools which are being evaluated for certification.

The Collection Development Program has three components:
- Analysis of the school community
  - Demographic information can be found at http://www.mdreportcard.org.
  - Demographic information is also included in the School Improvement Plan.
- Assessment of the library media collection
  - Electronic collection assessment tools are extremely useful.
- Selection and acquisition of materials
  - Selection must follow the review and evaluation process of the Office of Library Media Services for the Prince George's County Public Schools (see "Review and Evaluation").
  - Impending curricular changes as well as current curricular needs should be taken into consideration where acquiring new materials.

Collection Analysis

By performing a collection analysis, the library media specialist can obtain a quick view of the collection's health. Areas which have become dated and areas underrepresented in the collection can be readily identified. There are several companies that offer a collection analysis service free-of-charge. The current online circulation system used by Prince George's County Public Schools provides these tools.

To use the service a library media specialist will need to export the school's collection and upload it for analysis. The library media specialist should use the analysis to identify strengths and weaknesses in the

collection. Additionally, the analysis can identify incomplete records and other errors. A collection analysis should be performed several times during the school year and shared with the school's administration.

The Office of Library Media Services has established a schedule for focused assessment of specific areas of the collection. These areas rotate on a five-year schedule as published by MSDE; the rotation may change from what is posted below:

2013-2014	200, 300, 400, 700
2014-2015	Fiction, Everybody (Picture Books), Professional
2015-2016	800, Reference, Biography (921, 920), Story Collection
2016-2017	500, 600
2017-2018	000, 100, 900

All nonprint materials (e.g. E-books, audio books, DVDs, etc.) in corresponding Dewey ranges will be included in the appropriate analysis. The library media specialist should concentrate on the above-mentioned areas in that year's collection development plan for purchases.

Inventory

Inventory of the library collection helps to ensure that the catalog matches the collection. The schedule and procedures for inventory will be determined by the Office of Library Media Services. The office must:

- Determine whether to inventory the entire collection at one time, or to divide the inventory into a number of smaller sections (for example, call number ranges or type of material [reference or videos].
- Ensure that the shelved materials are in the correct order by using the shelf list.
- Enter the barcodes into the automated library system, following the procedures issued by the Office of Library Media Services.
- Use the automated library system to run reports of missing items. Review the report to see if any materials can be found. If the item is found, scan the barcode into the system.
- Finalize the inventory in the automated library system and report the completion to the Office of Library Media Services, as directed.

New Materials -- Acquisition/Ordering

Materials should be ordered from the list of approved vendors available from the Office of Library Media Services with complete processing (i.e. barcodes and MARC records), according to county specifications.
- When an order arrives, materials are to be checked against the packing slip for accuracy, and the original packing slips should be submitted for payment to the disbursing agent (school secretary/bookkeeper or Office of Library Media Services). The library media specialist should make a copy of the packing slip for his/her own records.
- Verify that all items have been entered in the automated library system by scanning the barcode of new materials. If discrepancies are found, contact the Office of Library Media Services who will contact the vendor if necessary.
- Materials are stamped with a library media center ownership stamp.

- According to school procedures, the second barcode should be affixed to the title page verso (copyright page), and pockets, due date slips, and/or theft detection strips should be affixed to the books.

Review and Evaluation

Library media materials include resources published and/or produced for individual use or to supplement classroom instruction. These materials are not to be regarded as classroom instructional materials. Unlike classroom instructional materials, use of individual library media materials is not required, but is a matter of choice for the patron. For this reason, review and evaluation of library materials have a different process than that of classroom materials. School library media centers should provide materials and information presenting all points of view on current and historical issues See Administrative Procedure 6180.2.

An awareness of multicultural diversities, learning modalities, and student needs are major considerations in the selection of all Library Media Center (LMC) materials. Each SLMS should consider the values and needs of the community when considering items for purchase. Materials must be purchased through approved vendors. To find out if a vendor is approved contact the Office of Library Media Services.

Classroom sets of materials (e.g. classroom libraries) are not part of the library media collection.

Each SLMS will participate in the Review and Evaluation Process. Quarterly review sessions are held. At any time, however, an SLMS or other professional may add new material to the collection by completing a Library Media Review form and forwarding it to the Library Review and Evaluation Section of the Office of Library Media Services.

Ownership and/or housing of materials by another school Library Media Center does not constitute approval. The list of approved materials is available by contacting the Office of Library Media Services. A list of non-approved material and the list of approved fiction are available through the Office of Library Media Services. Health materials must be approved by the Health supervisor.

The Office of Library Media Services will maintain current selection tools for print and nonprint materials. The professional library also maintains subscriptions to many of these sources. A recommended review source list will be updated on a regular basis by the Office of Library Media Services.

Materials (both print and non-print) that have not been approved through the Review and Evaluation process may be added to the collection if any one of the following conditions is met:

1. Because the items listed below are regularly updated by professionals, reviews for them are not required; however, professional judgment should be used before adding to the collections:
   - College catalogs and recruiting information
   - Annuals of almanacs, yearbooks, directories, statistical abstracts, and handbooks, and publications by the U.S. Government Printing Office
   - Material distributed by Video Placement Worldwide (http://www.vpw.com)
   - Material distributed by Teaching Tolerance (http://www.leaner.org)
   - Material distributed by Annenberg Media (http://www.learner.org)

2. Materials on the following lists are approved:
   - Lists of supplemental materials for PGCPS approved textbooks or teacher's guides
   - MSDE Approved Lists
   - PGCPS approved databases bibliographies and departmental lists
   - Opening day collections selected by the Office of Library Media Services
   - SAFARI Montage and Discovery Education (http://discoveryeducation.com)

3. Only one favorable review is needed from a review source that uses a group review process. Some of these include:
   - BookLinks (ALA)
   - Booklist
   - Bulletin of The Center of Children's Books
   - Caldecott/Newbery Award and Honor books
   - Coretta Scott King Award books
   - Elementary School Library Collection
   - English Journal
   - H.W. Wilson publications (i.e., Wilson's Children; Wilson's Middle School, Wilson's High School)
   - Horn Book
   - Black-Eyed Susan nominees (MASL)
   - Notable/Best Books (ALA) books
   - Only the Best (ASCD)
   - Reference Books Bulletin
   - School Library Media Quarterly (ALA)
   - Science and Children (NSTA)
   - Science Teacher (NSTA)

4. At least two favorable reviews are required from:
   - The Book Report
   - Choice
   - Criticas
   - Electronic Learning
   - Kirkus
   - Language Arts
   - Learning and Leading with Technology
   - Library Journal
   - Maryland Library Association selective lists of materials
   - Mathematics Teacher
   - Natural History
   - School Library Journal
   - School Library Media Activities Monthly
   - Science Books and Films (AAAS)
   - Teacher/Librarian
   - Technology Learning
   - Video Librarian
   - Voice of Youth Advocates (VOYA)

Gift materials must meet PGCPS selection guidelines. Disposition of the gift materials is at the discretion of the SLMS.

Periodicals and newspapers must be selected from the approved list. The list is updated annually and is available from the Office of Library Media Services.

The Office of Library Media Services of Prince George's County Public Schools adheres to the American Library Association's Right to Read policy, an NCTE guideline approved by the NCTE Executive Committee and found to be consistent with NCTE positions on education issues. The policy may be found at http://www.ncte.org/positions/statements/righttoreadguideline.

Accordingly, reviewers should strive to be objective by not invoking their personal beliefs into the reviewing process. Materials that are rejected through the Review and Evaluation process must have the reason stated in the annotation portion of the review form. Rejection is a professional judgment applied to materials

when an aspect of an item makes it unsuitable for use in Prince George's County Public Schools. The following factors are reasons for rejections:

- Offensive to community values
- Factual inaccuracy
- Excessive use of profanity
- Illogical sequence of ideas
- Poor writing style

- Racism, sexism, stereotyping
- Unsuitable for target audience
- Graphic sex or violence
- Poor character development
- Incongruous or poor visual elements

Materials once rejected by a Library Review and Evaluation Committee may be re-examined through the regular evaluation process.

Selection of Books

When selecting books for one Review and Evaluation session, you may come to the Office of Library Media Services up to one week prior to the session or you may select your books via the Review and Evaluation Titlewave account up to two weeks prior to the session. Directions can be found on the Office of Library Media Services Google site. Elementary selects four books per session per school, middle and high school select two books per session per school. Materials can only be selected one session at a time. All books and forms need to be returned before selecting books for the next session.

Self-published Titles

All self-published books must come to the Office of Library Media Services. Please instruct authors to contact the Review and Evaluation office directly. A certified professional needs to complete the Review and Evaluation form. Staff in the Office of Library Media Services will review the form and notify the applicant of the status of approval.

Reconsideration of Materials

Complaints and concerns about an item in the library media center collection should be dealt with immediately. The SLMS should inform the principal and library media supervisor. They should ascertain the reason for the complaint and attempt to explain the reason for the material's inclusion in the collection. Should the complainant wish to request that the item be removed from the LMC, the individual should submit the form "Request for Reconsideration of Library or Classroom Instructional Materials." [See Administrative Procedure 6180.2 Attachment 2 (July 2009) and sample form in the appendix].

Upon receipt of the completed form, the library media specialist should notify the principal and forward the reconsideration request to the Office of Library Media Services. It is the responsibility of the Office of Library Media Services to take action concerning questioned materials that have been evaluated and purchased for an individual school library media center, according to Administrative Procedure 6180.3 http://www.pgcps.org/~procedur/6000/6180.3pdf

Weeding

A good collection development plan must include weeding. Weeding is the carefully planned process of removing materials which have outlived their usefulness. The process of weeding helps keep collections

relevant, accurate, useful and facilitates more effective use of space in the library media center. *Less is More: a Practical Guide to Weeding School Library Collections* by Mona Kerby and Chapter 12 "Practical Aspects of Program Administration" from *Administering the Library Media Center, 5th Edition* (pp. 450-455) by Betty J. Morris, provide excellent guidance on weeding.

Library media materials (print and nonprint) should be weeded if they:

- are in poor condition
- have not been circulated in the last five years
- are outdated in content, use, or accuracy. Copyright should be considered, but a decision should not be based only on the copyright date. Older materials may be considered classic or may be of great historical value to the collection
- are mediocre or poor in quality
- are biased or portray stereotypes
- are inappropriate in reading level
- duplicate information which is no longer in heavy demand
- are superseded by new or revised information
- are outdated or unattractive in format, design, graphics, or illustrations
- contain information which is inaccessible due to a lack of a table of contents, adequate indexing, or searching capabilities
- have not been selected in accordance with PGCPS selection criteria

The Office of Library Media Services collection development plan, aligned with MSDE directives, states which portion of the collection is to be evaluated and weeded each year. The person or persons who do the best job of weeding the collection are those who have a thorough understanding of the school's curriculum, population, and the existing collection. This process should be conducted by the certified library media specialist, although he/she should ask for help from department or grade level chairpersons. The library media specialist has the final decision as to whether an item is to be weeded. Complete the Material Transfer form (see appendix) and work with the school secretary to contact the Warehouse for recycling.

Digital Media Management

The Office of Library Media Services maintains SAFARI Montage www.safarimontage.com as the on-demand video delivery system. Staff and students access digital media through the SAFARI Montage digital streaming library. With the addition of the Digital Curriculum Presenter module it has evolved into a Digital Learning Platform. This allows for management and distribution of digital instructional materials at the staff, school, and district level. The video is delivered from a server allowing real time viewing. Depending on copyright, some video can be downloaded to a local computer or a storage device. The system allows the user to play, pause, or reverse the video, search for titles based on subject and grade level.

Teachers use their PGCPS log on and password to access SAFARI Montage. If your school still has a SAFARI Montage child server on site, the library media specialist may be asked to reboot and oversee as needed. Teachers can create digital resource lessons; individual files can be shared with students and parents, supporting learning objectives 24/7 with managed home access. Instructional websites, video, images, documents, teacher-created materials, audio files, electronic white board files, text book links, are examples of the many media formats supported by SAFARI. Depending on the copyright some of the digital

media can be downloaded to a local computer or mobile device. Material searches within the SAFARI Montage environment are based on keywords that access titles, standards, or grade levels.

As leaders in the digital information age, PGCPS Library Media Specialists must have working knowledge of how to access all resources in this environment. They should be able to demonstrate and train their staff in its use. Training, support, and more information can be found on the Office of Library Media Services Google site https://sites.google.com/a/pgcps.org/office-of-library-media-services/ under "*SAFARI Montage*" on the menu.

Virtual Resources

The Office of Library Media Services subscribes to a variety of virtual reference formats. All staff and students can access these resources 24/7 from school and home. Each school has an online access point for these resources as does the district's Professional Library. Updates are provided annually by the Office of Library Media Services. It is the responsibility of the Library Media Specialist to ensure that staff and students are aware of these resources and provide training for their use. A virtual library brochure is updated annually by the Office of Library Media Services; it is posted in the Google site and may be used for training students and staff. Since the brochure contains PGCPS specific-passwords it should not be posted on a website that has public access. Hard copies of the login and passwords may be sent home with the students for 24/7 access.

Finances and Ordering

For most book vendors, order lists can be prepared online and stored at the company's website, where they are given a number or name. It is not necessary for the list to be attached to the purchase order or for each individual title on the list to be entered into Oracle. Rather, an order can consist of four items:

- One item identifying the list, such as "LIST" and the number and name
- Shipping and Handling (If shipping and handling is free, the dollar amount should be zero.)
- "Processing and handling per specifications on file" (Even if processing is free, this alerts the vendor that the books need to be processed.)
- A Do Not Exceed figure (Many vendors ask that an ordered list total 10% more than the budgeted amount because books go in and out of stock so quickly.)

Books and other library materials should be ordered only from vendors who are on the county's approved list and have the processing specifications on file. Contact the Office of Library Media Services for vendor contact information. When the shipment is received, the LIST is accepted as a whole.

Book Fairs and Other Fundraising Activities

All fundraising activities for the library media center must be approved by the principal of the school and conform to school accounting procedures. The primary purpose of a book fair is to foster interest in reading, to promote ownership of good books, and to encourage reading for pleasure so no book of questionable value should be displayed. Book fairs can be recommended with the following reservations:
- It is recommended that book fairs be conducted by volunteers, PTSAs, or similar groups so as not to interfere with the library media specialist's service to students and teachers.
- Book fairs should be in an area of the building which does not disrupt instruction.

Facility Management

Facility Overview

The library media specialist should maintain an attractive and inviting facility using displays designed to appeal to staff and students. The library media center facilities and equipment should be available for the production and use of nonprint materials. The LMC should be arranged to accommodate large groups, small groups, or individual activities. Limited facilities in some schools require creative arrangements to ensure a comprehensive range of services. At any given time, the number of students in the library media center is monitored to ensure adequate service.

Areas of the Library Media Center

The library media center should be the hub of the school. As such, the physical arrangements should be inviting and functional. Arrangement of the library media center should allow the library media specialist and library staff a clear line-of-sight to all areas on the facility. Depending on space and design, many library media centers offer the following areas:

- The main class area is used by classes, groups, and individuals. Free standing shelving and furniture may be arranged to provide separate areas for classes and individual users.
- Conference areas are used for small group instruction and one-on-one testing, and for students to pursue individual and small group multimedia projects.
- Listening and viewing areas should include equipment such as projectors, listening stations, CD players, headphones, and technology tools as needed and available.
- The media production area or studio is used for taping, filming, and producing multimedia programs.
- Storage areas are used for duplicate copies of materials, and display materials and are available to accommodate equipment.
- The office area and work area are for library media center staff; because of the demands of processing materials, the library media staff should have its own office. This area is to be made available to school staff members at the discretion of the library media staff.
- The professional reading area, where applicable, is for faculty use.
- A stack area for the storage of kits, programmed materials, software, and other packaged items may be maintained.

Scheduling

The library media specialist, in conjunction with the principal of the school, is responsible for library programming. The MSDE document *Standards for School Library Media Programs in Maryland* calls for flexible scheduling and open access to the library media center (see works cited section).

The following guidelines should apply:
- Flexible scheduling makes it possible for individuals, groups, and classes to be able to use the library media center as needed for the learning of skills and/or the use of materials. Flexible scheduling makes greater student learning possible since skills are taught as they are needed.

With fixed scheduling, skills are often taught out of context or on some predetermined schedule which is unrelated to a curricular need. Flexible scheduling also allows time for the library media specialist to collaborate with teachers, to prepare materials for students and teachers, to compile orders, and for other professional activities which are necessary for the successful operation of the library media program.

- Students who are self-sufficient may come to the library media center while a class is present, provided that sufficient space is available. The library media center schedule should provide time for small groups and individuals to come for specific purposes and to receive the services of the library media specialist.
- The teacher and library media specialist will cooperatively plan the learning objectives and the dates and time for each visit.
- Where adequate staffing is available, it is suggested that the library media center should be open before and after school to accommodate staff and students.
- When the library media specialist or other responsible adult is not on duty in the library media center, the use of the facility is limited to those students who are directly supervised by a teacher.
- Library media specialists, by contract, are allotted the same planning time and duty-free lunch as classroom teachers. This is in addition to time allotted for administrative work such as management, materials selection, and collaboration with teachers.
- The Office of Library media Services conducts professional obligations such as quarterly review and evaluation sessions. The library media specialist is expected to attending accordance with administrative procedure 6180.2. Principals should facilitate the media staff's participation in this professional development.
- Each year the library media specialist will conduct an inventory of the library media center. Elementary library media specialists will require approximately twenty hours to complete the inventory. Secondary SLMSs will require approximately forty hours.

Classroom Management in the Library

Students and staff must exhibit responsible behavior and consideration for others when using the library media center. Rules are established to maintain a climate conducive to learning. Guidelines and rules should be displayed in the library media center for reference. Copies may be handed out to students. Staff and students must follow Prince George's County Public Schools Acceptable Use Policy (AUP) for computer use.

Supplies

Library media center supplies should be ordered from current Prince George's County online supply catalogs in Oracle. If the product is not available use an approved commercial vendor in Oracle. The school-based designated Oracle administrator must order them. Computers and other equipment purchased for the library media center must remain in the library media center at all times. Repairs to LMC office equipment not covered by warranty are funded by the school.

Schools will supply library media centers with the same supplies provided to the classroom teachers.

Opening the School Year

Library media specialists will need time to prepare the library media center for the school year. The following is a sample of opening tasks performed in many library media centers:

- The library media specialist will be given time to help staff procure library materials
- The library media specialist will set up the library, process and shelve new materials, establish scheduling procedures, and prepare for taking classes
- The library media specialist will conduct orientations for new teachers at the beginning of each school year, and will collaborate with all teachers through team or department meetings, discussing ways in which the library media program can support their curriculum throughout the year
- The library media centers that manage audiovisual equipment will assign equipment and/or materials to the faculty
- The library media specialist will work with the school bookkeeper to update outstanding library obligations cleared during the summer
- The library media specialist will initiate contact with the local branch of the Prince George's County Memorial Library System

Closing the School Year

Library media specialists will need time to close the library media center for the summer. The following is a sample of closing tasks performed in many library media centers:

- The library media specialist will generate and distribute overdue/fine notices
- The library media staff will check in and perform routine maintenance on equipment and generate needed equipment repair requests
- The library media staff will collect and store equipment and materials
- The library media staff will prepare purchase orders and requisitions using procedures as prescribed by Prince George's County Public Schools
- The library media staff will complete clerical and administrative tasks
- The library media staff will inventory the collection and equipment, following the guidelines of the Office of Library Media Services
- The library media specialists will finalize end of year reports and orders

Materials should be stored and secured to ensure an efficient opening in the new school year. An annual school memorandum is issued from the Office of Library Media Services detailing tasks to be completed and completion dates. Determine whether the center will be used for the summer and plan accordingly.

Shared Library Media Specialists

A shared library media specialist must perform the same duties in opening/closing schools. Allowances must be made to meet the increased demands placed on these individuals. The shared library media specialist must meet with principals within the first few days of school to plan a reasonable time for the completion of the tasks detailed above. A library media specialist who holds two or more positions within his/her school (TAG coordinator, technology coordinator, etc.) will also need additional time to complete the tasks above.

Office of Library Media Services

The Office of Library Media Services will:
- Direct and coordinate the library media programs in each school through program development, issuance of guidelines, and consultation with local administrators
- Provide professional development and technical assistance for library media specialists and aides
- Supervise library media specialists through observation and consultation with local administrators
- Coordinate review and evaluation of library media materials; other instructional media reviews will be coordinated as requested
- Administer the Professional Library and provide access for county staff members
- Coordinate the annual Write-A-Book Competition and the Instructional Media Fair
- Collaborate with curriculum supervisors from all content areas
- Maintain an online automated and centralized library circulation system to facilitate access to PreK-12 information resources, manage library inventory and provide federated search access to online resources
- Maintain SAFARI Montage – a video on demand system through which approved curriculum based materials are distributed
- Continue to work with the MDK-12 Digital Library Consortium to provide equal access to online database resources

The Office of Library Media Services website (http://www1.pgcps.org/librarymedia) provides details on services and staff.

Professional Library

The Professional Library maintains a collection of professional books and other print and nonprint materials for use by all staff in the school system. These resources cover many aspects of the field of education and are selected to meet current reference and research needs.

The Professional Library is open 8:00 a.m. - 6:00 p.m. Monday through Friday. It is closed when the central offices are closed. Call 301-386-1597 or fax 301-386-1601 for additional information or visit:
http://www1.pgcps.org/librarymedia/professionallibrary.apsx

The Professional Library staff offers assistance in identifying and locating materials and responds to telephone requests, e-mail, and questions.

Available resources include the following:
- Collection of 8,000 volumes
- ERIC Online
- Reference collection of historical and contemporary materials on Maryland and Prince George's County
- Fourteen (14) computers with access to a networked printer
- A television, LCD projector and document camera
- EBSCOhost, SAGE journal and ProQuest *Dissertations and Theses* access

Services include the following:

- Reference
  - Research assistance available from 8:30 a.m. - 5:00 p.m.
- Interlibrary Loan
  - Staff may borrow materials from the University of Maryland.
- Copy Service
  - Copy service is available for Prince George's County Public School employees. Employees provide their own paper
- Lending Policy
  - o Employees may borrow library materials. Others are welcome to use the collection on the premises.
  - o Patrons are responsible for returning library materials on or before the due date.
  - o Books, journals, pamphlets, and audiovisual materials are available for loan.
  - o Phone and e-mail requests to reserve or renew materials are accepted.
  - o Materials can be returned or borrowed via the Pony.
- Public Library Books
  - Public library books which are found in schools may be sent to the Professional Library. These materials are returned to the public library.

Copyright and Fair Use

The library media specialist is responsible for being informed, adhering to, and instructing others regarding copyright and fair use polices. The county provides instructions and information regarding copyright at the following website: http://www.pgcps.org/~support/copyright.html. *The Educator's Guide to Copyright and Fair Use* published by Education World is another highly recommended website: http://www.education-world.com/a_curr/curr280.shtml. The county provides instructions and information regarding copyright at the following website: http://www.pgcps.org/~procedur/6000/6160.pdf. An excellent chart is available at http://halldavidson.net/copyright_chart.pdf .

All videos for sale or rent are either licensed for public performance (may be shown to groups) or for home viewing (may not be used with groups). In PGCPS videos must be approved in advance if used to support the curriculum. The concept of "Fair Use" permits videos to be used in schools only if certain conditions are met. Items must be used in face-to-face instruction; it must be used for educational purposes. Showing videos licensed for home/private viewing for recess or as a reward IS NOT ALLOWED under the Fair Use guidelines.

Library media specialists should also familiarize themselves with the copyright regulations of print materials. Distribution of copied materials for class use is not always considered fair use.

Further information is available at:

PGCPS Library Media Services Website – Copyright and Citation Resources
http://www1.pgcps.org/librarymedia/professionallibrary.aspx?id=96754

Library of Congress – Copyright and Primary Sources
http://www.loc.gov/teachers/usingprimarysources/copyright.html

Library Media-Related Material Guides

These free documents are available on the Offices of Library Media Google site.

7690-1523   **Write-A- Book Literary Competition Guide.** Provides teachers with necessary technical information to encourage students to create and produce their own books. Revised 2013.

7690-1550   **Process Guide for School Library Media Centers: A Balanced Approach, Pre-K-12.** Guidelines for managing a school library media center. Revised 2013.

TBD   **Integrating Library Media and Technology into the Pre-K-12 Curriculum.** Copyright 2013.

TBD   **Library Media Common Core Crosswalk - RELA K-12.** Copyright 2013.

The document referenced in the link below is available either online or from the Maryland State Department of Education.

Technology and Library Media. Maryland State Department of Education.
http://www.marylandpublicschools.org/MSDE/programs/technology/Library_media

Web Sites

The Library Media Professional Development Wiki contains a variety of online resources for library media specialists. Visit this wiki at:
https://sites.google.com/a/pgcps.org/office-of-library-media-services/Home/tech-tips

Professional Associations

AASL   American Association of School Librarians; a division of the American Library Association concerned with the improvement and extension of library services in elementary and secondary schools. AASL members must also be members of ALA.
http://www.ala.org/aasl

AFT   American Federation of Teachers, AFL-CIO; national organization for teachers and other school- related personnel involved in education reform that leads to improvements in student achievement.
http://www.aft.org

ALA   American Library Association; professional organization promoting library and information services and librarianship through its many divisions.
http://www.ala.org

AECT   Association for Educational Communications and Technology; national organization linking professionals interested in the use of educational technology and its applications to the learning process.
http://www.aect.org

EMAPGC   Educational Media Association of Prince George's County; professional association for library media personnel to promote professional growth and standards and improve communications among membership.
Bonnie F. Johns Educational Media Center
Office of Library Media Services
8457 Landover Road
Landover, MD 20785-3599
301-386-8208
FAX 301- 386-1601

IASL   International Association of School Librarianship: organization that promotes collaboration among librarians in all countries.
http://www.iasl-online.org/index.htm

IRA   International Reading Association: world's leading organization of literacy professionals.
http://www.reading.org

ISTE   International Society for Technology in Education; organization for educational technology professions.
http://www.iste.org

MASL   Maryland Association of School Librarians; state media organization to promote unified media services in schools and colleges in the state. Conference held annually
http://www.maslmd.org

MSET   Maryland Society for Educational Technology; a state organization dedicated to providing meaningful uses of technology in the educational communities of Maryland. MSET is an ISTE affiliate.
http://www.msetonline.org

MLA   Maryland Library Association; a leading advocate for the Maryland library community.
http://www.mdlib.org/

MSTA   Maryland State Teacher's Association; affiliate of NEA concerned with study, interpretation, and improvement of the educational program in the state of Maryland
http://www.mstanea.org

NEA   National Education Association; professional organization for teachers and other school-related personnel committed to advancing the cause of public education.
http://www.nea.org

PGCEA   Prince George's County Education Association; county affiliate of NEA and MSTA working to provide quality education, service, and resource to the students and to improve the benefits of teachers and service providers.
http://www.pgcea.org

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Appendix A

Code of Ethics of the American Library Association
http://www.ala.org/advocacy/proethics/codeofethics/codeethics

As members of the American Library Association, we recognize the importance of codifying and making known to the profession and to the general public the ethical principles that guide the work of librarians, other professionals providing information services, library trustees and library staffs.

Ethical dilemmas occur when values are in conflict. The American Library Association Code of Ethics states the values to which we are committed, and embodies the ethical responsibilities of the profession in this changing information environment.

We significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.

The principles of this Code are expressed in broad statements to guide ethical decision making. These statements provide a framework; they cannot and do not dictate conduct to cover particular situations.

   I.   We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.
   II.   We uphold the principles of intellectual freedom and resist all efforts to censor library resources.
   III. We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.
   IV.   We recognize and respect intellectual property rights.
   V.   We treat co-workers and other colleagues with respect, fairness and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.
   VI.   We do not advance private interests at the expense of library users, colleagues, or our employing institutions.
   VII. We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.
   VIII. We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession.

Adopted at the 1939 Midwinter Meeting by the ALA Council; amended June 30, 1981; June 28, 1985; and January 22, 2008.

The previous version of this file has long held the incorrect amendment date of June 28, 1997; the Office for Intellectual Freedom regrets and apologizes for the error.

Appendix B

American Library Association Freedom to Read Policy Statement

http://www.ala.org/officers/oif/statementpols/ftrstatement/freedomreadstatement

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix C

American Library Association Freedom to View Statement

http://www.ala.org/offices/oif/statementspols/ftvstatement/freedomviewstatement.htm

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

1. To provide the broadest access to film, video, and other audiovisual materials because they are a means for the communication of ideas. Liberty of circulation is essential to insure the constitutional guarantee of freedom of expression.
2. To protect the confidentiality of all individuals and institutions using film, video, and other audiovisual materials.
3. To provide film, video, and other audiovisual materials which represent a diversity of views and expression. Selection of a work does not constitute or imply agreement with or approval of the content.
4. To provide a diversity of viewpoints without the constraint of labeling or prejudging film, video, or other audiovisual materials on the basis of the moral, religious, or political beliefs of the producer or filmmaker or on the basis of controversial content.
5. To contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.

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

Endorsed by the ALA Council January 10, 1990

Appendix D

American Library Association Library Bill of Rights

http://www.ala.org/advocacy/intfreedom/librarybill

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

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

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

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

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

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

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

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

Appendix E

Audiovisual Repair Request Form – Sample

Prince George's County Public Schools
Department of Facilities Operations

Audiovisual Repair Request Form

Ticket # **L** 55772

School _____ Cost Center _____

Date Sent _____ Pony Route _____

Equipment Type: _____

Make and Model _____

Serial Number _____

Repair Requested _____

_____

Received by _____

Date Received _____

Comments _____

All signatures must be legible

Copies: 1. School (keep)
           2. Technician's Copy
           3. Shop Files
           4. Receipt (Equip. Copy)

Shop Data

Received By _____

Date Received _____

On Site W.O. # _____

Repairable ☐ Y ☐ N

If N then enter shop form #500 - _____

Technical Problem (brief) _____

_____

Repair time _____ Hr. _____ Min.

Work Completed by _____

Date Completed _____

Comments _____

_____

The school's administrative secretary can order additional forms.

Appendix F

Big6 Steps

1. Task Definition
>1.1 Define the information problem
>1.2 Identify information needed (to solve the information problem)

2. Information Seeking Strategies
>2.1 Determine all possible sources (brainstorm)
>2.2 Evaluate the different possible sources to determine priorities (select the best sources)

3. Location and Access
>3.1 Locate sources (intellectually and physically)
>3.2 Find information within sources

4. Use of Information
>4.1 Engage (e.g., read, hear, view, touch)
>4.2 Extract relevant information

5. Synthesis
>5.1 Organize from multiple sources
>5.2 Present the information

6. Evaluation
>6.1 Judge the product (effectiveness)
>6.2 Judge the process (efficiency)

The "Big6™" is copyright © (1987) Michael B. Eisenberg and Robert E. Berkowitz. For more information, visit: www.big6.com

Appendix G

COMAR Regulations Regarding School Library Media Centers

http://www.dsd.state.md.us

13A.05.04.01
.01 Public School Library Programs.

A. Each local school system shall establish in each school a unified school library media program for the use of all students which shall include, but not be limited to:
    (1) An organized and centrally managed collection of instructional materials and technologies;
    (2) Instruction emphasizing information literacy skills integrated into all content areas;
    (3) Appropriate materials and technologies to support the instructional programs of the local school systems; and
    (4) Certified school library media personnel and support staff.
B. The school library media program shall be integrated with the local school system's instructional programs by having certified school library media personnel:
    (1) Participate in the development and implementation of all educational programs;
    (2) Instruct students, in cooperation with teachers, in information literacy skills including reading, research, and critical thinking skills which have been integrated into other areas of the curriculum.
C. Each local school system shall develop and implement a plan for its school library media program which shall include the following goals and sub-goals to:
    (1) Provide direct instruction to help students become information literate through the achievement of the following learner outcomes:
        (a) Locating and using information resources including technologies,
        (b) Reviewing, evaluating, and selecting materials for an identified information need,
        (c) Learning and applying reading, research, and critical thinking skills to organize information,
        (d) Comprehending content in various types of media,
        (e) Retrieving and managing information,
        (f) Demonstrating an appreciation of literature and other creative expressions as sources of information and recreation,
        (g) Creating materials in various formats,
        (h) Applying ethical behavior to the use of information;
    (2) Support instruction by:
        (a) Collaborating with school and system level staff as well as with other individuals and organizations,
        (b) Participating in curriculum development implementation and evaluation,
        (c) Providing resources to support instruction,
        (d) Providing professional development services;
    (3) Provide services which include but are not limited to:
        (a) Evaluating and selecting instructional materials and technologies in accordance with local board of education policies,

        (b) Implementing procedures for the acquisition, organization, circulation, and removal of instructional materials and technologies,

        (c) Providing reference and information assistance for specific requests,

        (d) Promoting instructional materials, technologies, and services to students, staff, parents, and the community,

        (e) Providing access to people and information outside the school community;

    (4) Provide personnel who include:

        (a) Certified school library media personnel with technical and clerical assistance at the school building level to organize and operate a school library media program,

        (b) Central office leadership and technical and clerical assistance to support and coordinate the school library media program;

    (5) Make accessible a comprehensive and organized collection of selected instructional materials and technologies according to policies established by local boards of education;

    (6) Provide an adequate physical facility which is accessible and conducive to learning.

D. Each local school system shall have school library media program implementation documents which are reviewed and updated on a periodic basis. These documents shall include:

    (1) Selection and removal policies and procedures;

    (2) Curriculum and instruction documents for teaching information literacy skills including reading, research, and critical thinking skills;

    (3) Handbooks or manuals of operational procedures.

E. Each local school system superintendent shall certify to the State Superintendent that the elementary and secondary school library media programs meet or are working towards meeting the requirements set forth in these regulations, according to the periodic review schedule established by the State Department of Education.

F. The State Department of Education shall implement a procedure for conducting periodic reviews of local school system school library media programs in order to identify program and professional development needs that exist in library media programs. The Department shall submit a copy of the results of its periodic review to the appropriate local school system superintendent.

_____

13A.12.03.03
.03 Library Media Specialist.

A. Definitions.

    (1) In this regulation, the following terms have the meanings indicated.

    (2) Terms Defined.

        (a) "Library media specialist" means an individual who has developed knowledge, understanding of, and competency in the broad range of library media services, with particular emphasis on those competencies related to the development and administration of a comprehensive school library media program.

        (b) "Library media" means a variety of communication and information formats and their accompanying technologies appropriate to learning and instruction.

B. Education and Experience.

(1) The applicant for certification as library media specialist shall meet the requirements of one of the two certification options provided in this section.

(2) Option I. The applicant shall have a master's degree from a program at an IHE that would lead to State certification as a library media specialist or a comparable position as determined by the State Department of Education.

(3) Option II.

(a) The applicant shall have a bachelor's or higher degree from an IHE, satisfactory experience as set forth in §B(3)(e) of this regulation, and satisfactorily completed a program of 36 semester hours of post-baccalaureate or graduate credits with 15 semester hours completed at one institution. A minimum of 24 semester hours of the post-baccalaureate credits shall be met by graduate credits in the content course work listed in §B(3)(c) of this regulation. The professional education course work listed in §B(3)(b) of this regulation may be met by course credits earned in addition to, or as part of, the undergraduate degree program.

(b) Professional education course work for certification as a library media specialist shall include:

(i) History and philosophy of education;

(ii) Student developmental levels, learning theory, and strategies for identifying student information and learning needs;

(iii) Theory, principles, and methods of instructional design and delivery; and

(iv) Inclusion of special needs student populations.

(c) Content course work for certification as a library media specialist shall include:

(i) Administration of library media programs, including an understanding of State and national library media standards and technology standards;

(ii) Materials for children in all formats, including concepts related to the teaching and learning of reading;

(iii) Materials for young adults in all formats, including concepts related to the teaching and learning of reading;

(iv) Selection, evaluation, and use of materials in all formats to meet student curriculum and instructional needs;

(v) Access and delivery of information, including reference and bibliographic systems in all formats;

(vi) Organization of knowledge, including cataloging and classification, and information retrieval in all formats;

(vii) Principles of communication, including dissemination and use of information in all formats; and

(viii) The design, creation, and implementation of library media in all formats for instructional use.

(d) The total number of post-baccalaureate credits needed for certification will not be reduced for course requirements that are met in the applicant's bachelor's degree program. Additional post-baccalaureate or graduate courses may be substituted if some of the course work described in §B(2)(b) of this regulation has been acquired as a part of the undergraduate degree program.

(e) An applicant shall satisfactorily complete a school library media practicum, 1 year of full-time teaching experience, or 1 year of full-time school library media-related experience.

C. Certificate Renewal. In addition to meeting the requirements of COMAR 13A.12.01.11B, a library media specialist or a holder of a valid certificate for an educational media associate (Level I), education media generalist (Level II), or an educational media specialist in a specific area (Level II) shall satisfy the required reading course work contained in COMAR 13A.12.01.11A(5)(b) to renew the certificate.

Appendix H

<table>
<tr><td colspan="2" align="center">Copyright and FairUse Guidelines for Teachers</td></tr>
<tr><td rowspan="1">TECHNOLOGY & LEARNING</td><td>This chart was designed to inform teachers of what they may do under the law. Feel free to make copies for teachers in your school or district, or download a PDF version at www.techlearning.com. More detailed information about fair use guidelines and copyright resources is available at www.halldavidson.net.</td></tr>
</table>

Medium	Specifics	What you can do	The Fine Print
Printed material (short)	• Poem less than 250 words; 250-word excerpt of poem greater than 250 words • Articles, stories, or essays less than 2,500 words • Excerpt from a longer work (10 percent of work or 1,000 words, whichever is less) • One chart, picture, diagram, or cartoon per book or per periodical issue • Two pages (maximum) from an illustrated work less than 2,500 words, e.g., a children's book	• Teachers may make multiple copies for classroom use, and incorporate into multimedia for teaching classes. • Students may incorporate text into multimedia projects.	• Copies may be made only from legally acquired originals. • Only one copy allowed per student. • Teachers may make copies in nine instances per class per term. • Usage must be "at the instance and inspiration of a single teacher," i.e., not a directive from the district. • Don't create anthologies. • "Consumables," such as workbooks, may not be copied.
Printed materials (archives)	• An entire work • Portions of a work • A work in which the existing format has become obsolete, e.g., a document stored on a Wang computer	• A librarian may make up to three copies "solely for the purpose of replacement of a copy that is damaged, deteriorating, lost, or stolen."	• Copies must contain copyright information. • Archiving rights are designed to allow libraries to share with other libraries one-of-a-kind and out-of-print books.
Illustrations and Photographs	• Photograph • Illustration • Collections of photographs • Collections of illustrations	• Single works may be used in their entirety, but no more than five images by a single artist or photographer may be used. • From a collection, not more than 15 images or 10 percent (whichever is less) may be used.	• Although older illustrations may be in the public domain and don't need permission to be used, sometimes they're part of a copyright collection. Copyright ownership information is available at **www.loc.gov** or **www.mpa.org**
Video (for viewing)	• Videotapes (purchased) • Videotapes (rented) • DVDs • Laserdiscs	• Teachers may use these materials in the classroom. • Copies may be made for archival purposes or to replace lost, damaged, or stolen copies	• The material must be legitimately acquired. • Material must be used in a classroom or nonprofit environment "dedicated to face-to-face instruction." • Use should be instructional, not for entertainment or reward. • Copying OK only if replacements are unavailable at a fair price or in a viable format.

Video (for integration into multimedia or video projects)	• Videotapes • DVDs • Laserdiscs • Multimedia encyclopedias • QuickTime Movies • Video clips from the Internet	• Students "may use portions of lawfully acquired copyright works in their academic multimedia," defined as 10 percent or three minutes (whichever is less) of "motion media."	• The material must be legitimately acquired (a legal copy, not bootleg) or home recording. • Copyright works included in multimedia projects must give proper attribution to copyright holder.
Music (for integration into multimedia or video projects)	• Records • Cassette tapes • CDs • Audio clips on the Web	• Up to 10 percent of a copyright musical composition may be reproduced, performed, and displayed as part of a multimedia program produced by an educator or students.	• A maximum of 30 seconds per musical composition may be used. • Multimedia program must have an educational purpose.
Computer Software	• Software (purchased) • Software (licensed)	• Library may lend software to patrons. • Software may be installed on multiple machines, and distributed to users via a network. • Software may be installed at home and at school. • Libraries may make copies for archival use or to replace lost, damaged, or stolen copies if software is unavailable at a fair price or in a viable format.	• Only one machine at a time may use the program. • The number of simultaneous users must not exceed the number of licenses; and the number of machines being used must never exceed the number licensed. A network license may be required for multiple users. • Take aggressive action to monitor that copying is not taking place (unless for archival purposes).
Internet	• Internet connections • World Wide Web	• Images may be downloaded for student projects and teacher lessons. • Sound files and video may be downloaded for use in multimedia projects (see portion restrictions above).	• Resources from the Web may not be reposted onto the Internet without permission. However, links to legitimate resources can be posted. • Any resources you download must have been legitimately acquired by the Web site.
Television	• Broadcast (e.g., ABC, NBC, CBS, UPN, PBS, and local stations) • Cable (e.g., CNN, MTV, HBO) • Videotapes made of broadcast and cable TV programs	• Broadcasts or tapes made from broadcast may be used for instruction • Cable channel programs may be used with permission. Many programs may be retained by teachers for years— see Cable in the Classroom (**www.ciconline.org**) for details.	• Schools are allowed to retain broadcast tapes for a minimum of 10 school days. (Enlightened rights holders, such as PBS's *Reading Rainbow*, allow for much more.) • Cable programs are technically not covered by the same guidelines as broadcast television.

Sources: United States Copyright Office *Circular 21*; Sections 107, 108, and *Multimedia*; cable systems (and their associations); and *Copyright Policy and* many of the above guidelines wrote a letter to Congress dated March 19, 1976, stating: 110 of the Copyright Act (1976) and subsequent amendments, including the *Guidelines for California's School Districts*, California Department of Education. "There may be instances in which copying that does not fall within the guidelines Digital Millennium Copyright Act; *Fair Use Guidelines for Educational* **Note:** Representatives of the institutions and associations who helped to draw up stated [above] may nonetheless be permitted under the criterion of fair use."

Appendix I

SAMPLE: PGIN 7540-1020

Prince George's County Public Schools

Employee Equipment Agreement

School / Department / Office	Date

Equipment Description	Barcode No.

Make	Model	Serial No.

Value / Purchase	Date Purchased

Employee's Name	EIN

Home Address

Work Telephone No.	Home Telephone No.

The undersigned employee acknowledges receipt of the above described equipment in good condition and agrees the equipment is on loan from the Board of Education of Prince George's County for the benefit of the Board of Education of Prince George's County while performing my job. The undersigned acknowledges and agrees to the following:

1. The computer shall be available to the employee for appropriate professional and personal use as described in Board Policy 0115 and Administrative Procedure 0700.

2. The computer and the data contents therein, shall remain the property of PGCPS. The machine as well as its electronic software and data contents may be inspected immediately upon request:

3. The employee shall make no attempt to physically maintain, adjust, repair, or alter the computer. All repairs shall be made, free of charge, by PGCPS, provided the employee communicates breakage, malfunction or loss, on a timely basis:

4. All professional documents generated by the employee while an employee of PGCPS are considered the property of PGCPS and the employee shall not destroy, erase, or remove them from the computer.

5. The employee shall produce any and all electronic documents contained in the computer upon request.

6. In the event the employee or PGCPS elects to terminate the employee's employment relationship, then the computer, related materials and software, and carrying case shall be immediately returned to the assigned IT technician in your school or office.

7. By accepting this computer, the employee expressly grants authority and approval for PGCPS to withhold any wages or sums due the employee for work performed or for any other reason if the computer is not returned in reasonable condition at the termination of the employment relationship; withholding amount to equal the then current value of the computer.

It is agreed that as a Prince George's County Public Schools (PGCPS) employee the equipment listed herein will remain in my possession (summer months included) until such time as it is requested by my supervisor, or my employment with PGCPS is terminated. Upon termination, the equipment will be returned to the IT Tech for my school/office, or the Technology Distribution Center at Fairmont Heights High School. If the equipment is lost, stolen, or damaged, I will immediately report it to proper authority. e.g., school security, administrator/supervisor, IT Tech, police department; cooperating fully. I understand that I can be held responsible for the cost of repair or replacement resulting from my negligence.

Employee's Name (Printed)	Employee's Signature	Date

Witness's Name (Printed)	Witness's Signature	Date

Appendix J

SAMPLE: PGIN 6540-1018

Prince George's County Public Schools
Upper Marlboro, Maryland 20772

In-Use Inventory Equipment Receiving Report
(Replaces the Self-Insurance Report Form)

№ 151460

_____
Date

School/Office: _____ Cost Center Number _____ Department: _____

Instructions:	(1)	This form must be submitted within 24 hours after the receipt of material.
	(2)	Management Code must be included.
	(3)	Special Fund Code must be included.
	(4)	Send to Public Property Audit & Disposal Office.

_____
Physical Location of Property

_____
Authorized Signature Only

Item Description	Serial Number	Model Number	Manufacturer	Date Received	Quantity Received	Special Fund Code	Management Code	Unit Price

Distribution: Original - Public Property Audit & Disposal Office; **Duplicate** - School/Office Retain

Appendix K

SCHOOL:	MONTH:	YEAR: 2013-2014
NAME(Library Media Specialist):		

LIBRARY MEDIA CENTER MONTHLY REPORT
To be completed by 1.0 LMS

# of classes using the LMC:	# of students using the LMC independently:
# of school days this month:	# of books used in-house (est.):
Databases used (list by name):	

Circulation Totals	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr - June	TOTAL
2012-2013 Books									Work on inventory and state report	
2013-2014 Books										
2012-2013 Videos										
2013-2014 Videos										

☞ **Classes using the LMC and purpose**

☞ **Collaboration with classroom teachers**

☞ **Library management**

☞ **A-V Equipment/Technology**

☞ **Meetings and Staff Development**

☞ **Identified Needs or Comments**

Give 1 copy to the principal. Send original to OLMS. Keep 1 copy on file.

SCHOOL:		QUARTER:	YEAR: 2013-14
NAME(Library Media Specialist):			

LIBRARY MEDIA CENTER QUARTERLY REPORT
To be completed by 0.5 LMS

# of classes using the LMC:	# of students using the LMC independently:
# of school days this quarter:	# of books used in-house (est.):
Databases used (list by name):	

Circulation Totals	1ST Qtr Aug-Oct	2nd Qtr Nov-Jan	3rd Qtr Feb-Mar	Apr - June	TOTAL
2012-2013 Books				Work on inventory and state report	
2013-2014 Books					
2012-2013 Videos					
2013-2014 Videos					

☞   **Classes using the LMC and purpose**

☞   **Collaboration with classroom teachers**

☞   **Library management**

☞   **A-V Equipment/Technology**

☞   **Meetings and Staff Development**

☞   **Identified Needs or Comments**

Give 1 copy to the principal. Send original to OLMS. Keep 1 copy on file.

Appendix L

LIBRARY MEDIA COLLABORATIVE PLANNING FORM
Together We Make a Difference

Teacher's Name	Grade
Content Area:	Unit of Study

Long Range Unit Plans

Date: to	Unit
Date: to	Unit

Enter date(s) and time(s) to use the resources or visit the library media center.

At the end of the unit, I want my students to know and be able to (*list standards*):

Grouping: check one of the following:

☐ Whole Class Instruction	☐ Small Group Research Period
☐ Whole Class Research Period	☐ Individual Student Project

Assessment: check one of the following:

☐ Formative	☐ Summative
☐ Rubric	☐ Grade

Check the materials needed:

☐ Books	☐ Video Clips	☐ Audio Recordings	☐ Websites

I would like my students to use the LMC computers to do:

☐ Writing	☐ Web Research	☐ Database Research
☐ Web 2.0 tools	☐ Other	

Library Media Curriculum Standards: _____

Prerequisite Skills: _____

Responsibilities:

Library Media Specialist:
Student:
Classroom Teacher:

Instructional Strategies (*including grouping of students*): _____

Resources located: _____

APPENDIX M

LIBRARY MEDIA COLLABORATIVE UNIT/LESSON EVALUATION
Together We Make a Difference

Teacher's Name	Grade
Content Area:	Unit of Study

Strength of Unit/Lesson:

Areas of Unit/Lesson Needing Improvement:

Which information literacy skills were integrated into the unit/lesson?

Please rate the quality and usefulness of the Library Media collection in meeting unit/lesson objectives:
5 = Outstanding   4 = Above Average   3 = Average   2 = Below Average   1 = Poor

	Diversity of formats (books, audiovisual, electronic)
	Age of materials (up-to-date?)
	Relevance of collection to unit/lesson needs
	Duplication (enough materials per student)
	Reading/viewing/listening levels met needs of students

Which resources would you recommend if we repeat this unit/lesson? Include additional comments.

Appendix N

Library Media Review Form – Prince George's County Public Schools

ISBN: _____   **Price:** _____

Title: _____

Author: _____

Publisher: _____

Edition: _____   **Copyright:** ____

Series: _____   **Vol.:** _____

Dewey Classification Number: _____

Subject Headings: _____

Type of Material: (check all that apply)

☐ **Print**	Number of Pages: _____	Includes: ☐ Illus. ☐ Bibliography
Binding: ☐ Hbk. ☐ Pbk.	Size: _____ cm. (round up)	☐ Index ☐ Webliography
☐ **Video Recording**	☐ DVD ☐ Videocassette	☐ Closed-Captioned
	Length in minutes: _____	☐ Public Performance Rights
☐ **Audio Recording**	☐ CD ☐ Audiocassette	
	Length in minutes: _____	

Interest level (circle one or more)   P K 1 2 3 4 5 6 7 8 9 10 11 12 ADULT
Reading level (circle **ONE**)   P K 1 2 3 4 5 6 7 8 9 10 11 12 ADULT

RATING (Check level and circle one rating number)
    APPROVED   Pre-K _____ E _____ M _____ H _____
        3 – Excellent/Supports curriculum (must specify) _____
        2 – Excellent/Supports student interests
        1 – Approved
    REJECTED (Check reason below)

☐ Offensive to community values	☐ Graphic sex or violence	☐ Poor character development
☐ Racism, sexism, stereotyping	☐ Factual inaccuracy	☐ Illogical sequence of ideas
☐ Excessive use of profanity	☐ Poor writing style	☐ Unsuitable for target audiences
☐ Incongruous/poor visual elements	☐ Other (specify)_____	

Use the space below to type or print clearly a brief review of the material. Use complete sentences. Give the type of critical annotation that would be useful for those who have not seen the material. Limit comments to this space. Describe controversial areas and state page numbers. Include title, mm/dd/yy to indicate reviews found in professional journals.

Name: _____   **Position:** _____

School: _____   **Date:** _____

Appendix O

Material Transfer/Report of Excess Property

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS
MATERIAL TRANSFER/REPORT OF EXCESS PROPERTY

Nº 129507

From:	Cost Center No.:	Check form usage	☐ Books	☐ Furniture Instructional	☐ Instructional Aids	☐ Temporary Loan not to exceed 30 days.
To:	Cost Center No.:	☐ Material Transfer ☐ Excess Property	☐ AV Equipment ☐ Powered Equipment	☐ Furniture Non-Instructional	☐ Minor Equipment	

Certification for the Disposal of Obsolete Books and Materials of Instruction (Ref: Admin. Procedure 3260) I CERTIFY that the material listed below has been reviewed and no requirement exist for this material within the Prince George's County Public Schools System.

Supervisor's Signature _____ Date _____

Stock Number	Title / Description	Author / Manufacturer	Publisher / Size/Length	Copyright / Model No.	Edition / Serial No.	Hardback / Color	Paperback / Material	Quantity	Receivers ✓	Condition Code

Shipping Information: Date: _____

Shipment Authorized by: _____ Signature

Date material will be available for pickup: _____

Distribution Information:

Scheduled Delivery Date: _____

Truck Number: _____

Driver: _____

Receiving Information: I Certify that I have received the above items.

Received by: _____ Signature

Date of receipt: _____ Time: _____

Purchasing/Supply Use Only
Disposal Action

Trade-In { } Sale { } Dump { }

Date _____

Signature _____

PGIN 7540-1015 (Rev. 06/05) **Copy Distribution: Original - Duplicate** - Supply Services **Triplicate** - Originator Retain

Prince George's County Public Schools • 14201 School Lane • Upper Marlboro, MD 20772 • www.pgcps.org

PGIN- 7540-1015 (Order from Warehouse)

Appendix P

State Standards for School Library Staffing

From *Standards for School Library Media Standards in Maryland, 1987 rev. 2000, p. 20.*

Staff Assignments

Recommended Staff Assignments of Certified Library Media Personnel

Enrollment	Number in Elementary Library	Number in Secondary Library
Under 200	0.5	0.5
200 – 299	1.0	1.0
300 – 399	1.0	1.0
400 – 499	1.0	1.0
500 – 599	1.0	1.0
600 – 699	1.0	1.0
700 – 799	1.0	1.0
800 – 899	1.5	1.5
900 – 999	1.5	1.5
1000 – 1099	1.5	1.5
1100 – 1199	1.5	1.5
1200 + *(Elementary)*	2.0	
1200 – 1299 *(Secondary)*		2.0
1300 – 1399		2.0
1400 – 1499		2.0
1500 – 1599		2.0
1600 – 1699		2.5
1700 – 1799		2.5
1800 – 1899		2.5
1900 – 1999		2.5
2000 and over		3.0

Recommended Staff Assignments of Clerical/Technical Personnel

Enrollment	Number in Elementary Library	Number in Secondary Library
Under 200	0.5	0.5
200 – 299	1.0	1.0
300 – 399	1.0	1.0
400 – 499	1.0	1.0
500 – 599	1.0	1.0
600 – 699	1.0	1.0
700 – 799	1.0	1.0
800 – 899	1.5	1.5
900 – 999	1.5	1.5
1000 – 1099	1.5	1.5
1100 – 1199	1.5	1.5
1200 + *(Elementary)*	2.0	
1200 – 1299 *(Secondary)*		2.0
1300 – 1399		2.0
1400 – 1499		2.0
1500 – 1599		2.0
1600 – 1699		2.5
1700 – 1799		2.5
1800 – 1899		2.5
1900 – 1999		2.5
2000 and over		3.0

20   *Standards for School Library Media Programs in Maryland*

Appendix Q

Library Media Center Student Assistant Job Interest Form

Students may volunteer in the library for community service credit hours before or after school or at lunchtime. To become student aides and receive credit, you must see your guidance counselor. If you are in the 11th or 12th grade and you would like to be helpful and learn new things: Our LMC needs you! LMC student assistants are responsible for a wide variety of tasks and learn marketable job skills.

Responsibilities Include:
- Clerical Duties
- Computer Data Entry
- Coding magazines by number and date
- Checking out books and other materials to faculty and students
- Answering the telephone and taking detailed messages
- Shelving books using Dewey decimal classification and alphabetical order
- Shelving periodicals in date order
- Assisting with special displays, bulletin boards and showcases
- Assist students with using the online catalog and locating books on the shelves

Interested students should:
- Have a GPA of 2.0 or higher
- Be a responsible and mature person
- Have the ability to follow directions and ask questions freely
- Have the ability to work well independently and within groups
- Be respectful of others
- Be willing to learn new things
- Wear your Student ID

How to Apply?
1. Turn in this application to (add name of media specialist or assistant here)
2. Schedule an interview
3. Applicants who are accepted will be notified

Date: _____

Your Name: _____

Parent Name: _____

Work phone #: _____

Grade Level: _____ GPA _____

Time period you are applying for:

A Day   Before School   Lunch Time   After School

B Day   Before School   Lunch Time   After School

Have you worked in a library before? _____
Have you checked out books from the public library? _____
Would you like to receive community service hours? _____

Write a brief paragraph describing your experience and how you will be an asset to the LMC. Tell us about your skills and interests. Include your knowledge and use of computers and software packages.

Reference: Please have two teachers who will recommend you sign below.

Teacher #1 _____
Teacher #2 _____

Current Class Schedule:

Period	Class	Teacher	Room number

Appendix R

Student Service Learning
http://www1.pgcps.org/ssl

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS PGCPS
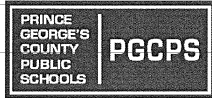
Student Service-Learning Verification Form

Complete this form in blue or black ink and submit to the School-Based Student Service-Learning Coordinator.
__Submission Deadlines for this Student Service-Learning Verification Form__:
*October 15 (for any independent hours obtained between July 1 and August 30)
* January 31 (for any independent hours obtained between September 1 and January 31)
*July 15 (for any independent hours obtained between February 1 and June 30)

Section to be completed by the student:

Student Name: _____   Student Number: _____

School: _____   Student Telephone: _____

Student Mailing Address:_____

City: _____   State: _____Zip:_____

Email: _____   Grade in school_____

Remember that any Student Service-Learning independent activity must meet the Maryland State Department of Education's 7 Best Practices and include preparation or research, action, and reflection:

    ✓   *The Student Meets a Recognized Need in the Community.*
    ✓   *The Student Achieves Curricular Objectives.*
    ✓   *The Student Gains Necessary Knowledge and Skills.*
    ✓   *The Student Plans Ahead.*
    ✓   *The Student Works with Existing Service Organizations.*
    ✓   *The Student Develops Responsibility.*
    ✓   *The Student Reflects Throughout the Experience.*

Student Assessment of Service-Learning Activity

I. Discuss your **preparation** for this service-learning activity/activities by completing the prompts below.
    •   In reviewing the research and information available, I found the following facts about the population to be served and the need for this service-learning activity.
_____
_____

    •   The name and title of the person who will train, supervise, and guide my service-learning activity is

_____
_____

II. Describe the service-learning **activity/activities** that you completed.
_____
_____

Section to be completed by organization representative for independent hours:

Organization Name: _____

Address: _____City:_____

State: _____Zip:_____

Telephone: _____Email: _____

Supervisor/Teacher: _____Title:_____

Signature: _____

1

Revised 4.30.12

Appendix S

Administrative Procedure 6180.2 Attachment 2 – Evaluation of Library Media Material
http://www.pgcps.org/~procedur/6000/6180.2.pdf

Attachment 2 to A.P. 6180.2

Request for Reconsideration of Library or Classroom Instructional Materials
Prince George's County Public Schools

Fill in the text fields in Microsoft Word; if using a pen to complete this document, please print.

A. Complainant Information

Name: _____
Address: _____
Home Phone: _____   Work Phone: _____

Complainant Represents

Oneself _____   Organization _____
Name of Organization: _____

B. Material for Reconsideration

Title: _____
Author/Corporation: _____
Publisher/Producer: _____
Specify Type of Material: _____

C. Reconsideration Information

1. To what in the material do you object? (Please be specific, cite pages, etc.)
_____

2. Did you read, watch or listen to the entire material?
_____

3. Are you aware of the judgments of this material made by professional critics?
_____

4. What do you believe to be the theme of this material?
_____

5. What do you feel might be the result of a student being exposed to this material?
_____

6. Do you feel the materials would be beneficial to any group attending the public schools?
_____

7. If so, what age group?
_____

8. Can you recommend material of equal quality that would convey as valuable a picture and perspective of the subject treated?
_____

9. If so, specify:
_____

10. What specific actions are you requesting with regard to the use of this material?
_____

11. _____
　　　　　　Signature of the Complainant　　　　　　　　　　　　　　　Date

12. Receipt of Principal:

_____
　Signature of the Principal　　　　　　　　School　　　　　　　　　Date

Note to Complainant: You are entitled to receive a signed copy of this complaint. You will receive, within thirty (30) days, a notification from the Review and Evaluation office the date, time, and place that a review will be conducted. Pursuant to the policy of the Board of Education, you may appear at that time and be heard. (Adapted from the National Council of Teachers of English, "The Student's Right to Read".)

Copies will be distributed to the following parties: Coordinating Supervisor and Supervisor of the Office of Library Media Services, Principal, and Complainant

Appendix T

Overview of Streaming Video Services

Get graphic in your instruction!

IN PRINCE GEORGE'S COUNTY

CHILDREN FIRST

Discovery Education	SAFARI Montage
To register for this service go to http://www.unitedstreaming.com	To access this service, go to http://10._____.32.21.
Enter the Passcode for your school: _____. You will then create your own user name and password.	Use your regular pgcps login and password.
You can do this remotely (off campus).	You can only access this service within the pgcps network.
You can save videos on your own hard drive.	You cannot save videos on your hard drive.
The visual quality of videos is acceptable.	The visual quality of videos is clear.
We cannot add videos to this service.	We will be able to add locally-produced videos to this service.
Segments or whole videos can be individually viewed or saved.	You can create your own "video" of clips from many different movies.

Appendix U

Prince George's County Memorial Library System Branches
http://www.pgcm/s.info

Audio Visual Division   6530 Adelphi Rd. Hyattsville, MD 20782 *Tel:* 301-985-4697

Accokeek   15773 Livingston Rd. Accokeek, MD 20607 *Tel:* 301-292-2880

Baden   13603 Baden-Westwood Rd. Brandywine, MD 20613 Tel: 301-888-1152

Beltsville   4319 Sellman Rd. Beltsville, MD 20705 *Tel:* 301-937-0294

Bladensburg   4820 Annapolis Rd. Bladensburg, MD 20710 *Tel:* 301-927-4916

Bowie   15210 Annapolis Rd. Bowie, MD 20715 *Tel:* 301-262-7000

Fairmont Heights   5904 Kolb St. Fairmount Heights, MD 20743 *Tel:* 301- 883-2650

Glenarden   8724 Glenarden Pkwy, Glenarden, MD 20706 *Tel:* 240-696-3844

Greenbelt   11 Crescent Road Greenbelt, MD 20770 *Tel:* 301-345-5800

Hillcrest Heights   2398 Iverson St. Temple Hills, MD 20748 *Tel:* 301-630-4900

Hyattsville   6530 Adelphi Rd. Hyattsville, MD 20782 *Tel:* 301-985-4690

Largo-Kettering   9601 Capital Lane Largo, MD 20774 *Tel:* 301-336-4044

Laurel   507 7th St. Laurel, MD 20707 *Tel:* 301-776-6790

Mount Rainier   3409 Rhode Island Ave. Mount Rainier, MD 20712 Tel: 301- 864-8937

New Carrollton   7414 Riverdale Road, New Carrollton, MD 20784 *Tel:* 301- 459-6900

Oxon Hill   6200 Oxon Hill Rd. Oxon Hill, MD 20745 *Tel:* 301-839-2400

South Bowie   15301 Hall Road Bowie, MD 20721 Tel: 301-850-0475

Spauldings   5811 Old Silver Hill Rd. District Heights, MD 20747 *Tel:* 301- 817-3750

Surratts-Clinton   9400 Piscataway Rd. Clinton, MD 20735 *Tel:* 301- 868-9200

Upper Marlboro   14730 Main St. Upper Marlboro, MD 20772 *Tel:* 301- 627-9330

Index

CURRICULUM GUIDE EVALUATION FORM

       This form is to be used by individual teachers to provide a reaction to the curriculum guide currently being used. At the end of each unit taught or after teaching from the entire document, please complete the form and send it to the Coordinating Supervisor of Special Area Programs, Department of Curriculum and Instruction, ISSC Building. Your input is necessary in order to assess what revisions must be made in the document. Thank you for helping to review and revise your curriculum so that it is meaningful to your teaching.

PGIN: 7690-1550 <u>Process Guide for School Library Media Centers: A Balanced Approach, PreK-12</u>
<div align="center">Name of Document</div>

<div align="center">_____</div>
<div align="center">Name of Unit/Chapter Evaluated</div>

<div align="center">_____   _____</div>
<div align="center">Instructional/Grade Level   Publication Date</div>

1.   In-service was received on this publication.   Yes _____   No _____

2.   The in-service was (adequate, inadequate) for using this document.

3.   Teachers could use further in-service on the following topics/chapters/units:

      _____

      _____

4.   The errors/omissions noted in the document are on page(s)_____

      _____

5.   The best written and most helpful sections or pages of this document are:

      _____

6.   _____

7.   Information needs to be revised on the following:

      _____

8.   _____

9.   The attached material (outline, lesson plan, etc.) should be added to the document.

      _____

10. Did the format of the guide make it easy to use?   Yes _____   No _____

11. What changes would you like to see included? _____

_____

12. Do the lessons contain realistic teaching time frames? Yes _____   No _____

13. Are there a sufficient number of teaching lessons/activities? Yes _____   No _____

14. Are there a sufficient number of available resources listed? Yes _____   No _____

15. Was the content appropriate for the level of teaching? Yes _____   No _____

16. Does the content adequately provide for Title IX (sex equality) guidelines?

    Yes _____   No _____

17. Does the content adequately provide for inclusion of information about

    multi-cultural and multiracial relationships?   Yes _____   No _____

18. The following suggestions would improve this document: _____

_____

_____

_____

_____

    Name (if desired) _____

    School _____