

Media Center Handbook

The media center handbook details the goals, principles, and guidelines that we follow in the St. James High Media Center in order to ensure an environment of support for students and teachers. We hope that this becomes a useful tool so that you may understand the importance of our media center and that we wish to create a media center that supports all aspects of the district and state curriculum while giving students a space for leisure reading on topics of their own interests.

Hours of Operation

The library media center is opens each weekday from 7:15 a.m. until 2:25 p.m. Students are allowed to come to the library media center as frequently as the need arises. Students should request a red hall pass from their teacher and should come individually or in groups of no more than 5 unless accompanied by the teacher. Large group checkout can be scheduled by phone 4905 or e-mail (mstall@stjames.k12.la.us).

Check Out Procedures

Teacher Check-Out/Check-In Procedure

1. All books and other materials are checked out using the barcode for the book and teacher's name.
2. Books and materials may be kept as long as necessary.
3. Classroom collections should be changed frequently to keep all books and materials available for everyone to use.
4. Teachers can check out their own books on the circulation desk computer.
5. Teachers can check in their own books on the circulation desk computer.

6. End of the Year, teachers must renew items or return items.

Student Check-Out/Check-In Procedure

1. In general, students in 7th -12th grade check out up to 2 books. However, this is a recommendation and checkout limits can vary depending on the needs of each student.
2. All books are checked out on the computer by the librarian.
3. Books are checked out for a period of two weeks. Teacher's help is requested in encouraging students to return books in a timely manner.
4. Students may check out their own books on the circulation desk computer with guidance of the Media Specialist.
5. Students may check in their own books on the circulation desk computer and put them on the carts for reshelving.

Equipment

1. All equipment should be checked out before it is taken from the library media center.
2. Equipment that is kept in the classroom should be kept in a "secure" area of the classroom.
3. **Equipment must NEVER be left in the hallway overnight.**
4. Many pieces of equipment are kept in the equipment room of the library media center and may be checked out each day for use. This equipment must be checked out and should be returned to the equipment room.

5. **Students are never allowed to move equipment on carts.**

Equipment

EQUIPMENT

A variety of equipment is available from the library media center for use in the classroom. All equipment should be checked out or scheduled using the media center. Equipment should either be securely locked in your classroom or returned daily to the media center. The following equipment is available in the media center:

- Document Camera (Acti-view, Hovercams)
- Computers for use in the media center only. Sign up with the librarian.

- FLIP video cameras- available for checkout
- Slates
- Expressions
- Cameras
- I-pad
- Calculators

SCHEDULING

The media center operates on a flexible schedule. Many needs and objectives can best be met through the library media center. To ensure that these needs are met at the appropriate time for teachers and students, scheduling for the use of the center must be planned collaboratively with the library media specialist. Time may be scheduled for a small group of students or for an entire class to use the library media center. Teachers should schedule their classes **at least one week in advance** to allow time for collaboration and planning to occur. Teachers are encouraged to vary the days and times that they sign up to visit the media center in order to maintain the purpose and integrity of flexible scheduling.

Scheduling expectations:

- In order to prepare a quality lesson, it is expected that you schedule your lesson at least one week in advance.
- Anytime a whole class visits the media center, it should be on the schedule, even for checking out books. Whole class check-outs do not require advance notice as long as space is available.
- When making an appointment with Mrs. Stall, include information about what you would like the lesson to focus on or how you are using the media center for your class.
- If you schedule something and **DO NOT** need Mrs. Stall, please indicate this. Otherwise, it will be assumed that Mrs. Stall will be a part of the lesson.
- Individual students and small groups are welcome at any time. **It is helpful to know via a quick note why the student is visiting: checkout, computer use, sitting and reading, how long to stay, etc.**

Computers in the Library

The computers located in the media center serve many purposes. Students visiting the media center may use the computers for individual purposes as well as class projects or test. Volunteers may use the computers while working with students. Teachers may sign up to work on projects with their classes. Teachers may also schedule classes in the media center in conjunction with the media specialist. Sign-up will be by e-mail(mstall@stjames.k12.la.us or phone call 4905. These guidelines are in place to maintain equal access to all users. Scheduled classes take precedence over other users in the media center. The media specialist reserves the right to schedule additional time slots for classes if special circumstances arise.

What might collaboration look like in our media center?

- Simple: give me a topic you are working on, a little background info, and let me run with it
- More involved: a week or two before the lesson give me an idea, we bounce ideas back and forth over email or face-to-face conversations, and I can implement the lesson.
- Co-teaching: a few weeks before the lesson an idea is brought up, we bounce ideas back and forth over email, we meet face-to-face to create the lessons and who will do what, we both co-teach the lesson(s) in the media center and/or your classroom

- Single lessons or multiple lesson projects: We are glad to introduce, reinforce, extend, or conclude topics in your curriculum. We can do this through single lessons or work with your class in multiple lessons that culminate in a final product to share in our media center. Working with individual students to achieve success is another way that I can collaborate with you.
- Other ideas: I'm always looking for new ideas for collaboration. What do you have in mind?

St. James Media Center

Media Center Goals

St. James Media Center Goals 2015-2016

Guiding Vision: To be a space filled with moonshot thinking by expecting the miraculous every day!

Goals: In the St. James Media Center, we strive:

- 1. To provide students, teachers, and families with opportunities to dream, tinker, create, and share.**

2. To engage in global thinking and global collaboration.

3. To empower student voice.

4. To support the habits and curiosities of students', teachers', and families' reading lives.

EVALUATION

The library media center program, policies, and procedures shall be continually evaluated so that the best possible services can be provided to our students and teachers. Circulation reports will track the stats. Surveys will be developed each spring for students, parents, and teachers. The library media committee maintains responsibility for both program evaluation and advisement. Goals will be developed each year by the media specialist and media committee and will be evaluated throughout the year. Goals will also inform how the budget is spent each year.

Selection Principles and Criteria

SELECTION PRINCIPLES

It is the goal of the media center to select print, non-print, and electronic materials based on the following principles. Each selection principle, along with the selection criteria, aids in the evaluation of materials being considered for inclusion in the collection. The selection principles of the St. JAMES Media Center are:

- To develop a collection that supports, supplements, and enriches the curriculum of the school
- To provide a wide range of quality materials on various ability levels
- To provide materials that represent the religions, ethnicities, and cultures both within the school community and beyond
- To select material that represents differing viewpoints on various topics in order to support students in learning critical analysis of information and in making informed decisions
- To put aside personal opinions and biases and develop a comprehensive collection that serves the school community
- To provide materials in a variety of formats
- To select materials that encourage growth in factual knowledge, leisure reading, literary appreciation, and societal standards (Bishop, 2007)

SELECTION CRITERIA

Selection of materials and equipment will be based on one or more of the following criteria:

- Appropriateness to the curriculum and its users (Bishop, 2007)
- High technical and aesthetic quality that catches and holds the user's attention (Bishop, 2007)
- Relevance to users, school mission goals, and district goals in today's world (Bishop, 2007)
- Value to the collection as a whole; does not promote any stereotypes Encourages understanding, problem solving, and

- creativity (Bishop, 2007)
- Fills its purpose and meets a need in the collection (Bishop, 2007)
- Presents information that is timely, accurate, valid, and reliable (Bishop, 2007)
- Highly qualified and credible creators (Bishop, 2007)
- Durability; ease of operation, maintenance, and serviceability
- Cost effectiveness within media budget parameters
- Replacements for lost, stolen, or ill used items

Selection of materials may additionally be influenced by recommended reading lists, book reviews, journal articles, and other selection tools; however, materials may be selected without the aid of these sources, and the media specialist's professional judgment will take precedence over the opinions and recommendations of others (Bishop, 2007). The media specialist may also find it valuable to select materials that violate one or more of the criteria above if they support the overall needs of the collection.

Media Center Personnel Roles

SHELLY STALL, Media Specialist

Some duties & responsibilities include:

- Keep current on trends in elementary education, adolescent literature, and technology
- Evaluate the media program needs and develop goals to meet those needs
- Conduct a yearly inventory of the collection and weed titles to keep the collection current
- Evaluate the collection and determine needs for development
- Collaborate with teachers to integrate literature and information literacy into the curriculum
- Encourage leisure reading through program activities and connections to the local public library
- Arrange the media center and its resources in a way that is accessible to all learners

- Promote the media center and its services to students, teachers, and the community
- Create a media center environment that is positive and conducive to learning
- Promote a love of reading and lifelong learning in all students
- Demonstrate and use information technologies with faculty and students
- Inform faculty of copyright laws
- Help with media center volunteers
- Provide demonstrations of basic equipment use to staff and students
- Troubleshoot and repair minor technology-related issues throughout the school
- Serve on the school leadership team (Help with PLC meeting and professional development)
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- Use the allotted budget to support the goals of the school and goals of the media center
- Support the school and system goals through instruction that supports and enhances the curriculum
- Offer staff development to faculty on a variety of information literacy topics and technologies.

Reconsideration of Materials

It is possible that there may be an objection to a selection, despite the care taken to select valuable materials for student and teacher use and the qualifications of the persons who select materials. When

an individual raises a question concerning the content of any material, the person and the question should be treated with respect for the rights of the questioning individual and the rights of others who may view the material differently. Thus, a process is in place that is designed to keep the material at the center of discussion. Adhering to these procedures exactly as outlined is tantamount to respecting the rights of all involved. Without exception, the following steps will be taken in handling all complaints:

- a. The complainant is asked to file his/her objections in writing on a copy of the attached form ("Request for Reconsideration of Materials"). This form may be obtained from the Media Specialist. One report must be filed per title, and the report must specify exact pages and content, as well as detailed reason(s) why material is found objectionable. Series and/or entire genres will not be reviewed as a whole.
- b. The district Superintendent, Assistant Superintendent of Instruction, and Coordinator of Media Services are immediately informed of the complaint, along with the principal and media specialist affected by the complaint.
- c. All challenged materials will remain in circulation until the complaint is processed and a final decision reached. However, if applicable the student involved will be offered an appropriate alternate selection.
- d. When the completed "Request for Reconsideration of Material" form is returned to the principal, the school media committee shall reevaluate the questioned material in light of accepted selection policies and educational objectives of the school. The committee will:
 1. Read and examine the material in light of its educational purpose as outlined in the district's statement of philosophy for the selection of materials.

2. Check the general acceptance of the materials by reading reviews and consulting standard selection aids.
 3. Request more information from the complainant(s) if further clarification of the questionnaire is deemed expedient.
 4. Weigh the value and fault against each other and form opinions based on the material as a whole and not on passages pulled out of context.
 5. Discuss the material and prepare a report of the proceedings. It is vital that the focus of the committee's work be the material under reconsideration, and as the goal is to discuss the merits and appropriateness of the work, a consensus for action is not required. The report serves to recommend action, if consensus is reached, or to reflect committee discussions, if unable to be in complete agreement on action. The material will remain on the shelf unless consensus to remove it is reached by the committee.
 6. File a copy of the report in the school and administrative offices.
- e. The committee shall submit a copy of the report to the concerned individual.
 - f. If the complainant wishes to appeal the decision, a written appeal shall be submitted prior to and by the end of the 15th working day after the complainant has received the committee's report. The appeal shall be submitted to the system-wide media committee, which shall reevaluate the material and submit its written

decision to the individual and the Superintendent.

- g. If the complainant is not satisfied with the decision, he/she may meet with the Superintendent and discuss the matter, and be provided with a written response regarding the Superintendent's decision. The Superintendent will act in any one of the following ways: 1) support the response of the District Media Advisory Committee; 2) request that the District Media Advisory Committee revisit the complaint and modify their response; or 3) overturn the response of the District Media Advisory Committee. The State also requires that minutes of any such hearings be taken and made available should the State request them upon appeal beyond the Superintendent.
- h. If satisfaction is still not received, he/she may present a written appeal to the district Board of Education. The Board of Education will consider the appeal at their next regularly scheduled meeting, and will respond with a written reply. The School Board will act in any one of the following ways: 1) support the response of the Superintendent; 2) request that the Superintendent revisit the complaint and modify his/her response; or 3) overturn the response of the Superintendent. The State also requires that minutes of any such hearings be taken and made available should the State request them upon appeal beyond the Board of Education.
- i. If the complainant is still not satisfied, he/she may present a written appeal to the State Board of Education, requesting a hearing. The decision of the State Board of Education completes the process.

Multimedia & Photocopying

Multimedia Production Guidelines

These guidelines apply to the production of computer-generated multimedia works, which include text, audio, or video from copyrighted sources. These guidelines do not apply to video productions.

Students may produce a multimedia work using material from copyrighted sources if:

- The work is produced for a specific course
- The work is performed or displayed in the course for which it was created

The student may include the multimedia work in a portfolio

- As evidence of academic work
- To support an application for a professional position
- For graduate school

Educators may use multimedia works that incorporate copyrighted material:

- for instruction in multimedia development
- in curriculum-based instruction which involves face to face instruction, directed self-study by students, or remote instruction on a secured network in which a password is needed to access the network.
- in peer conferences such as workshops and professional conferences
- as part of a professional portfolio

Time limitations for multimedia works:

- Students may use only during the time period of the class for which the work was produced or retain the work for portfolio use.
- Educators may use the work for teaching for up to 2 years after the

first instructional use with a class or retain the work for portfolio use.

Portion Limitations

The following portions of copyrighted materials may be included in a computer-generated multimedia work:

- **Motion media** - up to 10% or 3 minutes, whichever is less, from the entire presentation
- **Text** - up to 10% or 1,000 words, whichever is less
- **Poems of 250 words or less** - the entire poem may be included but no more than 3 poems per poet
- **Poems longer than 250 words** - copyright limits use to only 250 words of any poem, in including the poem in a multimedia work, use only 3 excerpts by a poet and no more than 5 excerpts by different poets
- **Music, lyrics, and music videos** - up to 10% but not more than 30 seconds; alterations to music may not change the basic character of the melody
- **Illustrations and photographs** - not more than 10% or 15 images, whichever is less, and no more than 5 images from a single artist or photographer
Images with creative commons licensining can be found at <http://creativecommons.org>
- **Numerical data sets** - up to 10% or 2,500 fields or cell entries, whichever is less

Copying and Distribution Limits

- No more than 2 copies for use may be produced of the multimedia work, only 1 copy of which may be placed on reserve
- One preservation copy may be made for use or to be copied as a replacement for a lost, stolen, or damaged working copy

Copyright permission for each source used must be acquired when:

- producing for commercial reproduction or distribution
- replacing beyond copy limits
- distributing or producing beyond your institution
- placing the work on the Internet

Downloading material from the Internet

- assume that all material on the Internet is copyright protected

- properly cite net resources used in a multimedia work • request permission when in doubt or when use will extend beyond the classroom
- obtain permission from the webmaster to link to a website

For information on properly citing sources, see

<http://owl.english.purdue.edu/>

PHOTOCOPYING GUIDELINES

Care must be taken to follow the copyright laws when photocopying materials for use in the classroom.

For research, teaching, or teacher preparations, single copies may be reproduced as follows: 1) one book chapter, 2) periodical or newspaper article, 3) short story, short essay, or short poem, and 4) chart, graph, diagram, cartoon or picture from books, periodicals, or newspapers.

Multiple copies of the following may be reproduced: 1) poems of less than 250 words, if the reproduction will fit on 1 or 2 pages; 2) complete articles, stories, or essays, if the writing is less than 2,500 words; 3) excerpts of articles, stories, or essays may be reproduced if the excerpt is no more than 1,000 words; and 4) from any book or periodical, only 1 chart graph, diagram, cartoon, or picture may be reproduced in multiple copies.

Consumable materials may not be copied. This includes workbooks, exercises, standardized tests, and test booklets. Some magazines and books of exercises give copy rights to the person who has purchased the materials. If this is true, a statement in the front of the publication will indicate that copies may be made. NOTE: Cartoon characters, which are copyrighted and/or syndicated, may not be copied for any purpose.

Library Media Committee

The library media committee serves as the advisory board for library media center functions. It is composed of representatives from administration, each grade level, and the library media specialist. The library media committee meets quarterly to evaluate library media center policies, procedures, and programs. This evaluation will be used to determine

program goals, expand and/or delete services, and revise procedures, as necessary.

Other functions of the library media committee may include goal development for the upcoming school year, recommendations for print and nonprint purchases, activities selection, reading challenged materials, and serving as a springboard for grade level collaboration. The Library committee has not yet been established. This is a project that the Media Specialist is working toward.

Gifts

Gift materials will be accepted according to the same criteria as other materials. In addition, the media center does not accept gifts with restrictions or conditions related to their final use, disposition, or location. Gifts must contribute to the furtherance of the objectives of the instructional program. Donated materials addressing controversial issues must give a balanced treatment of the issues if they are to be accepted for the school library media center. All gift materials become property of the school district and may be dispensed as deemed appropriate by the media specialist and the media committee. The library media specialist shall keep records of the disposition of gifts within the database of the library automation software.

Weeding

The media specialist is responsible for the maintenance and preservation of the collection. Worn out materials will be rebound if desirable; otherwise, materials will be removed from the collection based on one or more of the following criteria (Bishop, 2007)

- Poor physical condition (Bishop, 2007)

- Unattractive appearance (Bishop, 2007)
- Poor circulation record - materials not circulated for 5 years and reference materials not used in five years
- Outdated or inaccurate information (Bishop, 2007)
- Biased or stereotypical portrayals (Bishop, 2007)
- Duplicates of titles no longer in demand (Bishop, 2007)
- Subject matter unsuitable for users (Bishop, 2007)
- Inappropriate reading levels (Bishop, 2007)
- Topics no longer of interest or no longer associated with the *Georgia Standards*

Weeded materials will be removed from the collection. The bar codes will be removed and the items will be deleted from the circulation system. Materials that still hold educational value will be dispersed to classroom teachers. Items that are outdated and lack educational value will be discarded.

Equipment, which cannot be repaired and must be discarded, becomes surplus equipment. A work order is completed for the physical plant maintenance department stating that this equipment must be "withdrawn - sent to warehouse for resale."

Handbook References

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Clark County School District