

LIBRARY MEDIA CENTER POLICY AND PROCEDURE MANUAL INDIAN PRAIRIE COMMUNITY UNIT SCHOOL DISTRICT 204

TABLE OF CONTENTS

- I. PREFACE

- II. LMC PROGRAM / TEACHING & LEARNING
 - A. Essential Elements of the School Library Media Program
 - B. Freedom To View Statement
 - C. Library Bill of Rights
 - D. Resource-based Teaching and Flexible Scheduling
 - E. Library Media Center Curriculum
 - 1. Information Literacy Standards - AASL
 - 2. Acceptable Use Policy (AUP)
 - a. Board Policy 645 – Internet Policy
 - b. Board Policy 645 E-1 Teacher Agreement
 - c. Board Policy 645 E-2 Election by Parent/Guardian to Exclude Student from Internet Use and Participation in Internet Based Activities
 - e. IPSD Guidelines for Internet Use (PowerPoint)
 - 3. Elementary Technology Curriculum Framework
 - a. Literacy Technology Skills Continuum
 - b. Information Technology Skills Continuum
 - c. Construction & Production Technology Skills Continuum
 - F. LMC Program Evaluation and Assessment
 - G. Appendix
 - 1. Annual Snapshot of Building Specific Information
 - 2. Information Literacy Standards by Grade Level – IPSD #204
 - 3. K-5 LMC & TECH Skills (Elementary Technology Curriculum)
 - 4. Samples of LMC Program Evaluations and Surveys
 - 5. LMC District Committee Goals (Updated Yearly)

- III. LIBRARY MEDIA STAFF
 - A. Library Media Center Director
 - 1. IPSD 204 LMC Job Description
 - 2. Performance Responsibilities and Evaluation Framework
 - 3. Extended Contract
 - 4. ALA Roles and Responsibilities of the Library Media Specialist
 - 5. ALA Position Statement on Resource Based Instruction: Role of the School Library Media Specialist in Reading Development
 - 6. ALA Position Statement on the Confidentiality of Library Records
 - B. LMC Assistant
 - 1. Job Description
 - 2. Library Media Center Assistant Job Evaluation Form

- C. Appendix
 - 1. DEC (District Education Center) Contact List
 - 2. District LMC Directors

- IV. FISCAL MANAGEMENT
 - A. Budget Description
 - B. Types of Orders
 - 1. Purchase Orders & Procurement Cards
 - 2. Periodical Orders
 - 3. Online Database Orders
 - 4. Bulbs & Battery Orders
 - 5. Computer Orders – Hardware & Software
 - C. Appendix
 - 1. Reliable District Vendors – Discount information available on Blackboard (Updated Yearly)

- V. COLLECTION DEVELOPMENT POLICY
 - A. Introduction
 - 1. Philosophy & Goals
 - 2. Factors to Consider
 - 3. Procedure
 - 4. Tools & Resources
 - B. Analysis
 - 1. Introduction
 - 2. Factors to Consider
 - 3. Procedure
 - C. Selection
 - 1. Introduction
 - 2. From Board Policy 645.02
 - 3. Sources of Recommended Materials
 - 4. Standards for Instructional Materials From Board Policy 645.03: Instructional Materials Selection and Adoption
 - 5. Procedure
 - 6. Reconsideration of Instructional Materials
 - a. Board Policy 602-E1
 - b. Board Policy 645.03
 - c. Board Policy 602-E2
 - d. Board Policy 645.04
 - e. Board Policy 645.15
 - f. Board Policy 645.15-R
 - D. Acquisition
 - 1. Introduction
 - 2. Factors to Consider
 - 3. Procedure
 - 4. Library Related Publishers and Vendors (Updated Yearly)

- a. Books
 - b. Supplies
 - c. Audio Visuals
 - d. Databases
 - E. Maintenance
 - 1. Introduction
 - 2. Factors to Consider
 - 3. Procedures
 - 4. Tools
 - F. Appendix
 - 1. COPYRIGHT GUIDELINES
 - 2. Copyright Guidelines for Administrators
 - 3. Copyright and Fair Use Guidelines for Teachers
 - 4. Board of Education Policy: 602 R Administrative Procedures
- VI. PROCESSING LMC MATERIALS
- A. Cataloging Specifications
 - B. Cataloging Print and Non-Print Materials
 - C. Cataloging Equipment
 - D. Barcode and Data Disk Specifications
 - 1. Elementary Schools
 - 2. Middle Schools
 - 3. High Schools
 - E. Appendix
 - 1. Circulation System Material Types & Classification
 - 2. Standardized Call Fields for Equipment
 - 3. Standardized Call Fields for Computer Related Equipment
- VII. CIRCULATION OF MATERIALS
- A. Circulation Guidelines
 - 1. Guidelines for Students
 - 2. Guidelines for Staff
 - 3. Guidelines for Families
 - 4. Guidelines for Other District 204 Schools
 - B. Procedures for Circulation
 - 1. Beginning of the Year - System Set-up
 - 2. Circulation of Textbooks
 - 3. Overdue Notices
 - 4. Lost Material Procedures
 - C. Appendix
 - 1. Equipment Loan Request Form
 - 2. Second Set of Textbooks Request Form
 - 3. Textbook Condition Damage Form

4. Procedures for Assessing Damage to or Replacement of Textbooks,
Instructional Materials

VIII. RESOURCE SHARING

- A. District Materials Database
- B. DuPage Library System
- C. Local Public Libraries
- D. Illinois Library System
- E. Illinois State Library & ILLINET
- F. Appendix
 - 1. K-8 Novel Studies
 - 2. Illinet Interlibrary Loan
 - 3. ILDS Routing Label
 - 4. DLS Routing Label

IX. PROFESSIONAL DEVELOPMENT

- A. Conferences
- B. Professional Organizations
- C. Staff Development
 - 1. As Instructors
 - 2. As Learners
- D. District LMC Meetings

X. GRANTS

- A. Elementary Career Development Program Grant
- B. School Library Grant
- C. Title VI Innovative Education Program Grant

XI. SPECIAL PROGRAMMING

- A. Author Visits
- B. Book Clubs
- C. Book Fairs
- D. Reading Incentive Programs
 - 1. Accelerated Reader
 - 2. Rebecca Caudill Young Reader Book Award, Monarch Award, Lincoln Award
- E. Special Events
- F. Young Authors

XII. LMC VOLUNTEERS

XIII. EQUIPMENT

- A. Equipment Guidelines
- B. Cataloging Equipment

- C. Computer Equipment
- D. Equipment Loaning Guidelines
- E. Equipment Loan Request
- F. Service Requests
- G. Appendix

PREFACE

This manual presents policies, procedures, guidelines and suggestions for Library Media Center Directors in Indian Prairie Community Unit School District 204. It includes policies adopted by the Indian Prairie Community Unit School District 204 Board of Education that are pertinent to the operation of the Library Media Centers, as well as procedures to insure that the Library Media Center Directors comply with District principles and practices. This manual should serve as a guidebook to the operation and management of the library media center program in Indian Prairie Community Unit School District 204.

The Library Media Centers of Indian Prairie Community Unit School District 204 embrace the mission and goals, learning and teaching principles, information access and delivery, and program administration principles of School Library Media Programming as set forth by the American Library Association in *Information Power: Building Partnerships for Learning*.

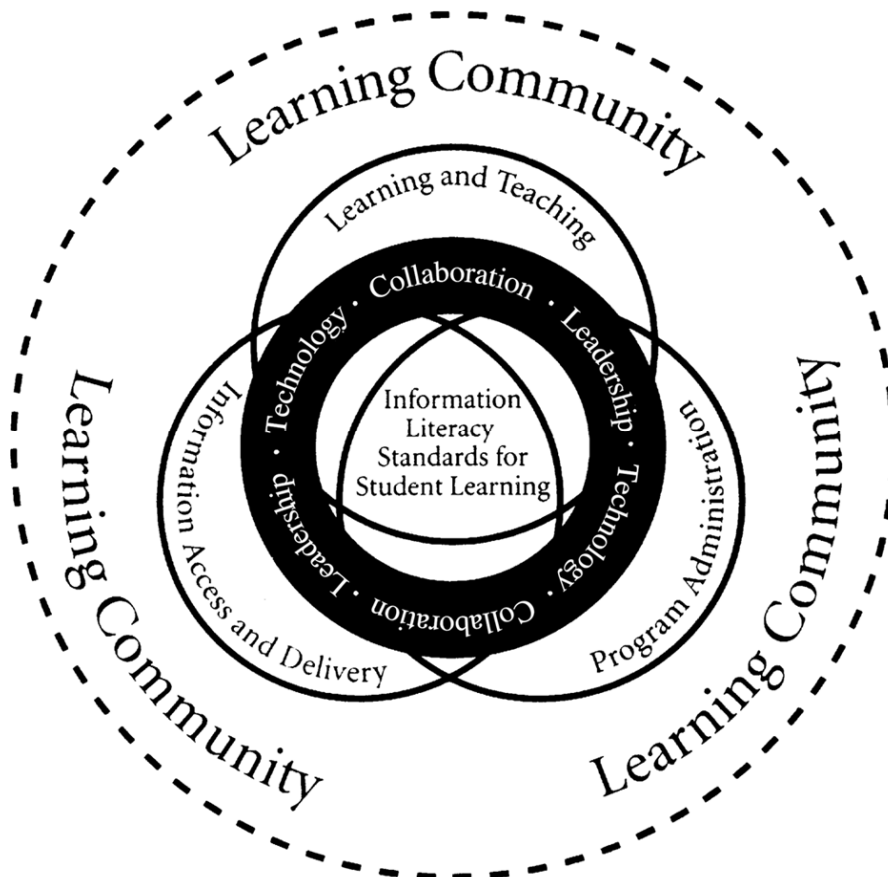
(<http://www.ala.org/ala/aasl/aaslproftools/informationpower/informationpower.htm>)

LMC PROGRAM / TEACHING & LEARNING

ESSENTIAL ELEMENTS OF THE SCHOOL LIBRARY MEDIA PROGRAM

The following diagram provides the context for the principles of school library media programs. In the outer circle, the **Learning Community** refers not just to the local school community, but also to globally interconnected individuals and organizations engaged in lifelong learning. A basic goal is to develop students who will become members of that learning community. The inner circle, **Collaboration, Leadership, and Technology**, is integral to every aspect of library programs and is a theoretical and practical framework. The three intersecting circles, **1) Learning and Teaching, 2) Information Access and Delivery, and 3) Program Administration** – the areas for the essential elements detailed above – indicate roles for the library media specialist. Finally, at the center are the **Information Literacy Standards for Student Learning**. Information literacy standards are a tool to structure and support student learning of information literacy skills, essential to mastering curriculum content, critical thinking, and problem solving.

The Information Power Logo



(American Library Association: <http://www.ala.org/ala/aasl/aaslproftools/informationpower/iplogo.htm> August 2005)

FREEDOM TO VIEW STATEMENT

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 guarantees 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.
6. 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.
7. Endorsed by the ALA Council January 10, 1990.

(American Library Association: <http://www.ala.org/ala/oif/statementspols/ftvstatement/freedomviewstatement.htm> August 2005)

LIBRARY BILL OF RIGHTS

(American Library Association: <http://www.ala.org/ala/oif/statementspols/statementsif/librarybillofrights.pdf> January 2007)

Access to Resources and Services in the School Library Program: An interpretation of the LIBRARY BILL OF RIGHTS

(American Library Association: <http://www.ala.org/ala/oif/statementspols/statementsif/interpretations/accessschoollibrarymediaprogram.pdf> January 2007)

RESOURCE-BASED TEACHING AND FLEXIBLE SCHEDULING

Resource-based teaching integrates library and information skills as well as literature appreciation activities into the classroom curriculum. It is a cooperative teaching method between the LMC Director and the classroom teacher. Directors should be familiar with District 204 curriculum, and guides for each subject area pertaining to the building level curriculum that are housed in the LMC.

Library and information skills taught in isolation are not meaningful for students, therefore lessons are scheduled at the point of need. Learning becomes meaningful for students when related to a unit of study or area of interest. Flexible scheduling is a method of scheduling used in conjunction with resource-based teaching. The LMC Director meets with teachers on a regular basis for cooperative planning. Teachers and LMC Directors set goals as to which skills are to be covered over the course of the school year. Active participation in lessons and/or team teaching on the part of the team teacher is essential.

LIBRARY MEDIA CENTER CURRICULUM

All state goals are addressed through the LMC program, but the LMC curriculum is specifically driven by Illinois Learning Standards for the English Language Arts Goal 5: "Use the language arts to acquire, assess and communicate information."

(<http://www.isbe.net/ils>) The Information Literacy Learning Standards, developed by IPSD 204, are also integral to the content and objectives of the school's curriculum. Information Literacy Standards developed by the American Library Association and the Association for Educational Communications and Technology are found in *Information Power: Building Partnerships for Learning* and on the organizations' websites. The Illinois School Library Media Association also lists the Information Literacy Standards and their integration into LMC program components in the publication, *Linking for Learning: The Illinois School Library Media Program Guidelines*.

While technology skills have been integrated throughout the curriculum at all levels, elementary LMC Directors assist classroom teachers with proficiencies and suggested activities at each grade level.

Standards for the 21st Century Learner - AASL

Standards for the 21st Century Learner: Standards and Indicators. Prepared by the American Association of School Librarians and Association for Educational Communications and Technology.

http://www.ftrf.org/ala/aasl/aaslproftools/learningstandards/AASL_LearningStandards.pdf

Acceptable Use Policy (AUP)

[Board Policy 645 - Internet Policy](#)

[Board Policy 645 E-1 Teacher Agreement for Internet Access](#)

[Board Policy 645 E-2 Election by Parent/Guardian to Exclude Student from Internet Use and Participation in Internet Based Activities](#)

[IPSD Guidelines for Internet Use \(PowerPoint Presentation\)](#)

Elementary Technology Curriculum Framework

Elementary Technology Curriculum 1998-99	
VISION	We envision students who can process information and apply their learning to solve problems in a variety of situations. who are participants in a community of learners seeking to construct multiple solutions to current and future problems to which the solution is not known.
MISSION	The mission of the elementary technology curriculum is to prepare all students to succeed in an ever-changing world.
BELIEFS	We believe students should demonstrate their learning using a multitude of resources students should be active participants in their learning students should develop skills and self direction to become life-long learners
LEARNER OUTCOMES	<u>LITERACY</u> 1. The student will develop technology skills, including basic operation, information gathering, and safe and ethical use, using a variety of media. <u>INFORMATION</u> 2. The student will access and communicate information proficiently. 3. The student will select, process, and interpret information to determine its relevance to the learning task. 4. The student will evaluate information and determine credibility of resources in relation to the learning task. <u>CONSTRUCTION & PRODUCTION</u> 5. The student will restructure information to construct knowledge. 6. The student will communicate understanding of a concept/topic using appropriate media.

[Literacy Technology Skills Continuum](#)

[Information Technology Skills Continuum](#)

[Construction & Production Technology Skills Continuum](#)

LMC PROGRAM EVALUATION AND ASSESSMENT

Just as a strong library media program is essential to the quality of the school, ongoing evaluation and assessment is critical to the quality of the school library media program. As schools adjust to accommodate to changes in clientele, curriculum, and technology, library media programs must also adapt to embrace these changes while delivering quality services.

While evaluation is often negatively associated with accountability, appropriate assessment and evaluation can provide useful information as well as direction for the future. Evaluation and assessment activities can demonstrate the strengths of the current program as well as identify both short-term and long-range priorities and resources needed to achieve those priorities.

A Planning Guide for Information Power: Building Partnerships for Learning (American Association of School Librarians, 1999) identifies four key concepts necessary to achieve the comprehensive library media program as described in *Information Power: Building Partnerships for Learning* (American Association of School Librarians and Association for Educational Communications and Technology, 1998):

“The need to create a library media program which provides a foundation for lifelong learning by combining effective learning and teaching strategies and activities with information access skills (taught through the existing curricula of the school) that will ensure that all students can interact effectively with information and construct meaningful knowledge.

The recognition of the four roles of the library media specialist: Information Specialist, Teacher, Instructional Partner, and Program Administrator.

The acknowledgement that the individual library media program cannot contain all the resources needed by the students and staff; therefore, the program must provide access to resources beyond the school.

The emphasis on using a systematic planning process for developing the local library media program. This group process includes identifying the mission, setting goals and objectives, assessing ends, implementing the program, and evaluating progress toward goals. The planning process is a continual one that reshapes the library media program in light of changing needs.”

APPENDIX: LMC PROGRAM / TEACHING & LEARNING

Annual Snapshot of Building Specific Information

Information Literacy Standards by Grade Level (District)

- a) [Kindergarten](#)
- b) [First Grade](#)
- c) [Second Grade](#)
- d) [Third Grade](#)
- e) [Fourth Grade](#)
- f) [Fifth Grade](#)
- g) [Sixth Grade](#)
- h) [Seventh Grade](#)
- i) [Eighth Grade](#)
- j) [Ninth Grade](#)
- k) [Tenth Grade](#)
- l) [Eleventh Grade](#)
- m) [Twelfth Grade](#)

K-5 LMC & Tech skills (Elementary Technology Curriculum)

Samples of LMC Program Evaluations and Surveys

LMC District Committee Goals (Updated Yearly)

LIBRARY MEDIA CENTER STAFF

LIBRARY MEDIA CENTER DIRECTOR

IPSD 204 LMC Director Job Description

Performance Responsibilities & Evaluation Framework

LMC Directors are held to the same standards as classroom teachers and are evaluated using the Indian Prairie Community Unit School District's Teacher Evaluation Program. The following Performance Responsibilities & Evaluation Framework for LMC Directors may be used to evaluate the LMC Director's job performance or for self-evaluation purposes.

PLANNING FOR INSTRUCTION & CURRICULUM DEVELOPMENT

1. Participates as a member of the educational team by attending curriculum committees, department meetings, team meetings, and/or grade level meetings.		
<ul style="list-style-type: none"> • Is willing to serve on curriculum, building and district committees. 		
<ul style="list-style-type: none"> • Accepts a share of responsibility for co-curricular activities as assigned. 		
<ul style="list-style-type: none"> • Works effectively with other teachers and the administration. 		
<ul style="list-style-type: none"> • Works well in a team situation. 		
<ul style="list-style-type: none"> • Displays punctuality, promptness, and dependability. 		
<ul style="list-style-type: none"> • Attends and participates in meetings as appropriate. 		
<ul style="list-style-type: none"> • Recognizes that responsibilities may extend beyond the media center. 		
<ul style="list-style-type: none"> • Meets and performs assigned duties at the designated locations and times. 		
<ul style="list-style-type: none"> • Prepares for assigned duties, and shows evidence of preparation upon request of immediate supervisor. 		
<ul style="list-style-type: none"> • Meets spur-of-the-moment requests for assistance and materials 		
<ul style="list-style-type: none"> • Makes provision for being available to staff, students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms. 		
2. Initiates communication with staff regarding materials and services in the LMC.		
<ul style="list-style-type: none"> • Develops a procedure for staff to communicate units taught during the year. 		
<ul style="list-style-type: none"> • Initiates communication with staff regarding materials in the media center that match units being taught. 		
<ul style="list-style-type: none"> • Takes advantage of informal opportunities to recommend materials or offer services. 		
<ul style="list-style-type: none"> • Provides informal and formal LMC staff development opportunities. 		

<ul style="list-style-type: none"> Schedules times with individual teachers to plan use of media center materials in instruction. 		
<ul style="list-style-type: none"> Is available for professional classroom instruction and/or individual instruction on the utilization of the media center services. 		
<ul style="list-style-type: none"> Demonstrates an ability to adapt and adjust to a variety of environments in a flexible manner. 		
3. Plans cooperatively with teachers and through curriculum committees for the integration of library skills into the curriculum.		
<ul style="list-style-type: none"> Collaborates with colleagues in planning, modifying when appropriate, implementing, and assessing educational tasks. 		
<ul style="list-style-type: none"> Plans units cooperatively with teachers and participates in the delivery of instruction. 		
<ul style="list-style-type: none"> Employs a variety of instructional techniques, materials and equipment consistent with student needs appropriate for the setting. 		
<ul style="list-style-type: none"> Promotes specific materials/strategies appropriate for the teacher's objectives and the student's needs, which may include preparing bibliographies and making displays. 		
<ul style="list-style-type: none"> Is willing to assist students in the selection and use of materials (curricular and non-curricular). 		
4. Provides reading guidance and motivation to students, considering both student interest and appropriate level of difficulty.		
<ul style="list-style-type: none"> Communicates with teachers regarding students' reading in terms of quantity, appropriateness of content, and level of difficulty. 		
5. Demonstrates and constantly upgrades his/her knowledge of literature and technology appropriate for the curriculum in the building.		
<ul style="list-style-type: none"> Shares ideas gained from professional growth activities. 		
<ul style="list-style-type: none"> Motivates and assists students in the development of reading, listening attitudes, and appreciation. 		
<ul style="list-style-type: none"> 		
6. Develops short- and long-range plans for the LMC collection, instruction and services.		
<ul style="list-style-type: none"> Schedules times with individual teachers to plan use of media center materials in instruction. 		
<ul style="list-style-type: none"> Plans units cooperatively with teachers and participates in the delivery of instruction. 		
<ul style="list-style-type: none"> Collaborates with colleagues in planning, modifying when appropriate, implementing, and assessing educational tasks. 		
<ul style="list-style-type: none"> Monitors student progress of library media related activities with the classroom teacher on an ongoing basis. 		
<ul style="list-style-type: none"> Modifies curriculum and instruction to meet individual student needs. 		

<ul style="list-style-type: none"> Gathers materials in advance of classroom instruction upon teacher request. 		
7. Serves as a technology coordinator in the LMC and as technology advisor and/or resource person at the building level.		
8. Serves as administrator of LMC computer network.		

CLIMATE FOR LEARNING

1. Provides leadership for the development, administration, operation, and ongoing evaluation of the LMC program.		
<ul style="list-style-type: none"> Instructs teachers and students in use of media resources. Conducts orientations for teachers and students. Models mature, professional conduct. 		
2. Organizes media and equipment through a system of cataloging, classification and indexing which will provide accessibility for the user.		
3. Promotes LMC services, materials and equipment to students, teachers and parents through displays, bibliographies, promotional literature and special programming.		
<ul style="list-style-type: none"> Provides leadership for the development, administration, and operation of the LMC program. Promotes positive public relations towards school and community Maintains an open, friendly rapport with students. Expresses oneself clearly and interestingly on those occasions when he or she must communicate objectives, present information, or provide demonstrations. Develops and maintains an environment conducive to the effective performance of their duties within the limits of the resources provided by the district. Establishes and maintains open lines of communication with students and parents. 		
4. Participates in planning the arrangement and utilization of the LMC facilities which will support the objectives of the LMC program.		
5. Expands the availability of media resources for teachers and students through inter-library cooperation.		
<ul style="list-style-type: none"> Establishes and maintains cooperative relations with others. 		

LMC MANAGEMENT

1. Supervises the training and work assignments of the LMC personnel, including LMC aides, students' aides and/or adult volunteers.		
<ul style="list-style-type: none"> Trains and supervises media center personnel, such as aides and volunteers, regarding appropriate procedures. 		
2. Participates in and makes recommendations for the selection and evaluation of LMC personnel.		
<ul style="list-style-type: none"> Designs and implements functional, organization patterns for staffing the LMC including student aides and adult volunteers. 		
3. Works with the building principal to prepare, justify, and administer the LMC program budget.		
<ul style="list-style-type: none"> Prepares, justifies, and administers the LMC program budget 		
4. Initiates, develops, and implements policies and procedures for the operation of the LMC.		
<ul style="list-style-type: none"> Takes necessary and reasonable precautions to protect students, equipment, materials and facilities. 		
<ul style="list-style-type: none"> Handles his or her own discipline problems appropriately, is warm and friendly, is consistent in policy, and is self-confident in managing students. 		
<ul style="list-style-type: none"> Assists in upholding and enforcing school rules, administrative regulations, and board policy. 		
<ul style="list-style-type: none"> Performs in a manner consistent with the district's philosophy of education and curriculum. 		
<ul style="list-style-type: none"> Teaches, models, and maintains acceptable standards of classroom behavior. 		
5. Utilizes a system of flexible scheduling for the use of the LMC and/or computer lab.		
<ul style="list-style-type: none"> Schedules times with individual teachers to plan use of media center materials in instruction. 		
6. Evaluates and selects new library materials to support the curriculum and students recreational reading interests, using current, recommended selection aids, involving staff and students in the selection process when appropriate.		
<ul style="list-style-type: none"> Establishes and administers procedures for preview, evaluation, selection and ordering of media and equipment to support teacher and student objectives. 		
<ul style="list-style-type: none"> Demonstrates knowledge of literature appropriate for students in his/her building. 		

<ul style="list-style-type: none"> Assists in the selection of books, equipment and other professional materials. 		
<ul style="list-style-type: none"> Selects materials that support the building curriculum 		
7. Maintains accurate and up-to-date catalogs and records.		
<ul style="list-style-type: none"> Prepares statistical records and written reports. 		
<ul style="list-style-type: none"> Organizes media and equipment through a system of cataloging, classification and indexing which will provide accessibility for the user. 		
8. Inventories, evaluates and weeds out collection on a regular basis.		
<ul style="list-style-type: none"> Reviews and weeds the collection to keep it current and appropriate. 		
<ul style="list-style-type: none"> Uses accepted inventory procedures. 		
9. Provides AV production services, instructions and equipment to support the educational program.		
10. Provides for the maintenance and repair of media and equipment to ensure optimum utilization.		

IV. INSTRUCTIONAL STRATEGIES

1. Monitors the effectiveness of the collection, the instruction, and the facility through periodic assessment by self, students, teachers, and administrators.		
2. Keeps abreast of current educational trends, including technology and legislation, by reading professional journals, visiting other schools, and participating in professional growth activities.		
<ul style="list-style-type: none"> Maintains and improves professional competence. 		
3. Helps to advance the professional growth of the faculty by providing materials and in-service instruction on the utilization of materials or equipment.		
<ul style="list-style-type: none"> Shares ideas gained from professional growth activities. 		
<ul style="list-style-type: none"> Provides informal and formal LMC staff development opportunities. 		

Extended Contract

Indian Prairie Community Unit School District 204 Library Media Center Directors have a 15-day extended contract. These days are to be used during the summer, divided between the end of one school year and the beginning of the next school year. There is no set schedule for these days. LMC Directors should confer with their principals about which days they will work to fulfill this contract obligation. Extended work time will be documented through the Kronos Employee System.

ALA Roles and Responsibilities of the Library Media Specialist

As teacher, the library media specialist collaborates with students and other members of the learning community to analyze learning and information needs, to locate and use resources that will meet those needs, and to understand and communicate the information the resources provide. An effective instructor of students, the library media specialist is knowledgeable about current research on teaching and learning and skilled in applying its findings to a variety of situation--particularly those that call upon students to access, evaluate, and use information from multiple sources in order to learn, to think, and to create and apply new knowledge. A curricular leader and a full participant on the instructional team, the library media specialist constantly updates personal skills and knowledge in order to work effectively with teachers, administrators, and other staff--both to expand their general understanding of information issues and to provide them with specific opportunities to develop sophisticated skills in information literacy, including the uses of information technology.

As instructional partner, the library media specialist joins with teachers and others to identify links across student information needs, curricular content, learning outcomes, and a wide variety of print, nonprint, and electronic information resources. Working with the entire school community, the library media specialist takes a leading role in developing policies, practices, and curricula that guide students to develop the full range of information and communication abilities. Committed to the process of collaboration, the library media specialist works closely with individual teachers in the critical areas of designing authentic learning tasks and assessments and integrating the information and communication abilities required to meet subject matter standards.

As information specialist, the library media specialist provides leadership and expertise in acquiring and evaluating information resources in all formats; in bringing an awareness of information issues into collaborative relationships with teachers, administrators, students, and others; and in modeling for students and others strategies for locating, accessing, and evaluating information within and beyond the library media center. Working in an environment that has been profoundly affected by technology, the library media specialist both masters sophisticated electronic resources and maintains a constant focus on the nature, quality, and ethical use of information available in these and in more traditional tools.

As program administrator, the library media specialist works collaboratively with members of the learning community to define the policies of the library media program and to guide and direct all activities related to it. Confident of the importance of the effective use of information and information technology to students' personal and economic success in their future lives, the library media specialist is an advocate for the library media program and provides the knowledge, vision, and leadership to steer it creatively and energetically in the twenty-first century. Proficient in the management of staff, budgets, equipment, and facilities, the library media specialist plans, executes,

and evaluates the program to ensure its quality both at a general level and on a day-to-day basis.

Excerpted from Chapter 1, "The Vision," of *Information Power: Building Partnerships for Learning*. Copyright © 1998 American Library Association and Association for Educational Communications and Technology. ISBN 0-8389-3470-6. Order by phone at 1-866 SHOP ALA (1-866-746-7252).

(American Library Association:

<http://www.ala.org/aaslTemplate.cfm?Section=informationpower&Template=/ContentManagement/ContentDisplay.cfm&ContentID=19930> January 2006)

ALA Position Statement on Resource Based Instruction: Role of the School Library Media Specialist in Reading Development

Reading development is a process for attaining literacy by integrating oral and written language experiences into the literature and content areas. Spoken language, reading and writing are learned simultaneously. As students read "real books" and write to communicate, learning becomes relevant, interesting, and motivational and prepares students for life-long learning. Acquisition, organization, and dissemination of resources to support the reading program through the library media center is cost-effective for the entire school district.

The following elements are integral to an effective reading program:

The library media center is flexibly scheduled so that students and teachers have unlimited physical and intellectual access to a wide range of materials. Students are not limited to using only commercially prescribed or teacher-selected materials.

Students choose from a varied, non-graded collection of materials which reflect their personal interests.

Students learn to identify, analyze, and synthesize information by using a variety of materials in a variety of formats.

Multi-disciplinary approaches to teaching and learning are encouraged.

Teachers and library media specialist cooperatively select materials and collaboratively plan activities that offer students an integrated approach to learning.

Teachers and library media specialists share responsibility for reading and instruction.

They plan and teach collaboratively based on the needs of the student.

Continual staff development is critical to reading instruction.

The responsibility for successful implementation of reading development is shared by the entire school community--teachers, library media specialists, and administrators working together.

(adopted June 1993; revised July 1999)

(American Library Association:

<http://www.ala.org/ala/aasl/aasiprof/tools/positionstatements/aaslpositionstatementresource.htm> January 2006)

ALA Position Statement on the Confidentiality of Library Records

The members of the American Library Association,* recognizing the right to privacy of library users, believe that records held in libraries which connect specific individuals with specific resources, programs or services, are confidential and not to be used for purposes other than routine record keeping: i.e., to maintain access to resources, to assure that resources are available to users who need them, to arrange facilities, to provide resources for the comfort and safety of patrons, or to accomplish the purposes of the program or service. The library community recognizes that children and youth have the same rights to privacy as adults.

Libraries whose record keeping systems reveal the names of users would be in violation of the confidentiality of library record laws adopted in many states. School library media specialists are advised to seek the advice of counsel if in doubt about whether their record keeping systems violate the specific laws in their states. Efforts must be made within the reasonable constraints of budgets and school management procedures to eliminate such records as soon as reasonably possible.

With or without specific legislation, school library media specialists are urged to respect the rights of children and youth by adhering to the tenets expressed in the Confidentiality of Library Records Interpretation of the Library Bill of Rights and the ALA Code of Ethics.

*ALA Policy 52.4 (see below), 54.16
ALA Policy 52.4 Confidentiality of Library Records

The ethical responsibilities of librarians, as well as statutes in most states and the District of Columbia, protect the privacy of library users. Confidentiality extends to "information sought or received, and materials consulted, borrowed, acquired," and includes database search records, interlibrary loan records, and other personally identifiable uses of library materials, facilities, or services.

The American Library Association recognizes that law enforcement agencies and officers may occasionally believe that library records contain information which may be helpful to the investigation of criminal activity. If there is a reasonable basis to believe such records are necessary to the progress of an investigation or prosecution, the American judicial system provides mechanism for seeking release of such confidential records: the issuance of a court order, following a showing of good cause based on specific facts, by a court of competent jurisdiction.

The American Library Association strongly recommends that the responsible officers in each library, cooperative system, and consortium in the United States:

Formally adopt a policy which specifically recognizes its circulation records and other records identifying the names of library users with specific materials to be confidential. Advise all librarians and library employees that such records shall not be made available to any agency of state, federal, or local government except pursuant to such process, order, or subpoena as may be authorized under the authority of, and pursuant to, federal, state, or local law relating to civil, criminal, or administrative discovery procedures or legislative investigatory power. Resist the issuance or enforcement of such process, order, or subpoena until such time as a proper showing of good cause has been made in a court of competent jurisdiction.

(Revised July 1999)

(American Library Association:

<http://www.ala.org/ala/aasl/aaslproftools/positionstatements/aaslpositionstatementconfidentiality.htm> January 2006)

LMC ASSISTANT

[Job Description NE-4 Library Media Center Assistant Elementary School](#)
[Library Media Center Assistant Job Evaluation](#)

APPENDIX: LIBRARY MEDIA STAFF

[DEC \(District Education Center\) Contact List](#)

District LMC Directors

FISCAL MANAGEMENT

BUDGET DESCRIPTION

The district fiscal year begins on July 1st. LMC Directors receive budget allocations from their building principal in the late spring for the subsequent fiscal year. The LMC Director is responsible for the following accounts:

- LMC Books and Periodicals
- LMC Supplies – supplies for LMC use or sales to students (i.e. materials for processing, book ends, poster board)
- LMC Activity Account – deposits to this account are from book fair receipts, PTA donations, etc.

The LMC Director may also be responsible for ordering school-wide supplies, such as printer cartridges and laminating film. These supplies are funded from the building Instructional Materials account that is administered by the building principal. Funds from the LMC Books and Periodicals account and the LMC Supplies account should be expended by late March. LMC Activity Account funds should be spent in the same fiscal year that they are received, but do not expire. Administrative approval is required to hold LMC Activity Account funds for the next year.

Accurate accounting of income from other sources is expected and varies from school to school and among the different levels. These monies might include:

- income from the LMC copy machine
- sales of school supplies
- color copies
- book fines for lost or damaged books
- lost textbook charges

Access to the District accounting system can be obtained from the MIS (Management Information System) Department allowing for tracking of LMC accounts. School secretaries can also provide account balances, etc.

TYPES OF ORDERS

Purchase Orders & Procurement Cards

All purchases using district funds must be made with a district Purchase Order or District Procurement Card.

Purchase orders must be submitted to the building principal for a signature and then sent to the district for approval. Purchase orders are created by an authorized person (usually the building secretary or LMC Director) using online software and with account access (see Appendix for Purchase Order template). A purchase order must also be submitted prior to requesting any preview items. If this process is not followed, the LMC Director may be held financially responsible for the amount of the order.

Procurement cards are also used with the approval of the building principal. Items or events that total under \$100 can be paid for with this card, and the building secretaries can help facilitate this process.

Orders are shipped directly to each building and billed to the district billing address (see Appendix for Vendor Spreadsheet).

Orders for books, videos, or any materials that might be barcoded should include a Barcode Specification sheet to alert vendors to the catalogue system that the library uses (see Appendix for Barcode Specification sheets).

Periodical Orders

Magazines and newspapers for professional and student use are selected by individual LMC Directors, according to the guidelines in the Collection Development Policy Section. Local newspaper vendors may provide free newspapers through their Newspapers in Education program. Newspapers are only ordered for the time school is in session.

Professional periodicals for librarians are currently ordered with grant monies and routed to district librarians at their school. Decisions on which journals to order are made each year by the group and routing lists are then made and managed by the LMC Department Secretary.

Online Database Orders

Subscriptions to online databases are purchased with funds from the LMC Books and Periodicals account. The Instructional Technology Department of District 204 currently provides some funding assistance for online databases. Decisions are made annually by the IT Department to determine which databases and what amount of funding assistance will be provided to schools (see Appendix for a spreadsheet of current District 204 Database Subscriptions and Passwords).

Bulbs and Battery Orders

The Instructional Technology Department manages the district orders for bulbs and batteries used in school equipment. Requests for these items are submitted in late spring of each year.

Computer Orders – Hardware and Software

Purchase of computers outside of the IT Department's allocations must follow the District 204 hardware specifications and must be coordinated through the IT Department. Hardware specifications are listed on the district public web site on the IT Department page. Any computer donations that do not comply with these specifications may not be supported by the district.

Software purchases made by individual buildings should be coordinated through the IT Department. Issues of compliance with the local hardware and the building's computer image should be considered as well as whether better pricing through group purchases with district vendors can be had.

Appendix: Fiscal Management

Reliable District Vendors – Discount information available on Blackboard (Updated Yearly)

COLLECTION DEVELOPMENT POLICY

INTRODUCTION

Philosophy and Goals

Indian Prairie Community Unit School District #204 is committed to school library media centers that are an integral part of the educational program and provide access to information and ideas and encourage development of skills and motivation for lifelong learning. These goals are served through a collection development policy that recognizes students' educational, recreational, and research needs and responds to teachers' needs for curricular support, enrichment and professional information.

The Board of Education addresses the Library Media Philosophy in Policy 602: *The Board subscribes in principle to the "Library Philosophy" as expressed in the American Library Association's Library Bill of Rights (see Administrative Procedures 602-R and Exhibit 602-E3).*

Factors to Consider

Collection development ensures that materials and equipment in Indian Prairie library media centers are sufficient in quality, quantity, and variety to serve the needs of students and staff. To accomplish this goal, the collection requires a wide range of subjects, must match many levels of student abilities, and should offer diverse points of view. The term "collection" includes all of the information resources available to students and staff in a wide range of formats to be delivered through a variety of technologies and curriculum. The collections of print and non-print materials and supporting equipment, electronic information sources, and information resources beyond the school accommodate various learning styles and enrich learning opportunities for all students.

Procedure

Collection development takes place under the leadership of the library media center director who has had training in the evaluation of learning resources and instructional equipment. In undertaking this responsibility, the LMC Director also seeks the input and expertise of others in the school community. Decisions are based upon knowledge of community, students' attitudes and interests, students' social and emotional maturity, faculty interests, curriculum, teaching methods, department use, needs for in-service and continuing education. It also includes consideration of information resources beyond the school and the community's ability to access such resources. Collection development is related to the particular needs of each school--its mission, goals, strengths, and weaknesses. The library media center should offer a basic collection with

general coverage, support for courses of instruction, specific items to support units of instruction, and in-depth support for topical studies.

Tools and Resources

Collection development is aided by the centralized library automation system that provides access to resources in all District 204 school library media collections.

This Collection Development Policy is also based upon principles and guidelines set forth in the following documents, which are available from the American Library Association web site: <http://www.ala.org/>

Library Bill of Rights from the American Library Association

<http://www.ala.org/ala/oif/statementspols/statementsif/librarybillrights.cfm>

Access to Resources and Services in the School Library Media Program: An Interpretation of Library Bill of Rights from the American Association of School Librarians

<http://www.ala.org/ala/oif/statementspols/statementsif/interpretations/accessresources.cfm>

Freedom to Read Statement from the American Library Association and the Association of American Publishers

<http://www.ala.org/ala/oif/statementspols/ftstatement/freedomreadstatement.cfm>

Statement on Access for Children and Young Adults

<http://www.ala.org/ala/oif/statementspols/statementsif/interpretations/accesschildren.cfm>

Collection Development Policy

ANALYSIS

Introduction: Analysis

An essential step in collection development is assessment of the needs of the curriculum and student population with regard to library media resources. (Baltimore County Public Schools) The new guidelines for Information Access and Delivery in Information Power: Building Partnerships for Learning (1998) include Principle 5:

"The collections of the library media program are developed and evaluated collaboratively to support the school's curriculum and to meet the diverse learning needs of the students."

Furthermore, Linking for Learning: The Illinois School Library Media Program Guidelines (2005) proposes that in order to impact student learning to its highest level the library media program

"...provides the most appropriate and advanced technologies for accessing and producing information related to the learning needs of all members of the learning community."

It is imperative that the LMC Director be familiar with the curriculum adopted by the district as well as the special interests and needs of the students in his or her school. The LMC Director must work with other staff members on an ongoing basis to determine what resources are required to meet those needs. On the district level, individual LMC Directors will meet with Curriculum Coordinators, their building curriculum committee members, and/or Building Leadership Team committees to determine which resources are needed to support new adoptions or current curriculum. LMC Directors will discuss changes in resources as a group as needed. Each LMC should have copies of the district-adopted curriculum.

Factors to Consider

Assessment of the collection should consider many factors, including but not limited to:

- Quantitative standards, which address whether the number of materials matches a building's needs
- Qualitative standards, which refer to the quality of what is available to the users
There are a number of techniques for evaluating the quality of a collection, including examining the collection directly, obtaining user opinions, applying standards, and checking recommended lists, catalogs, and bibliographies.
- Scope and diversity of the collection
- Instructional strategies used by teachers
- Diversity of student needs and characteristics
- Reading levels of the materials used
- Currency, quality, and relevance of the resources

- Access to resources beyond the school

Procedure

Analysis of a school's library media collection can be done using different tools:

- A school's collection can be compared with the recommended, standardized collections in *The Children's Catalog* (18th edition, 2001), *The Middle and Junior High School Catalog* (9th edition, 2005), and *The Senior High School Library Catalog* (16th edition, 2002).
- Resource-based teaching provides another way to assess a collection. Upon completing a unit, the LMC Director and teachers can evaluate availability of sources for the unit. See Section 6 Appendix 1 for a Cooperative Evaluation of Resource-Based Teaching Form.
- David Loertscher's *Taxonomies of the School Library Media Program* (2000) uses collection mapping to ascertain the strengths and weaknesses of a collection and to create targets for growth.
- LMC Directors should consider requests from staff and students. Appended are forms for student and staff requests.
- Destiny also provides information about collection age and circulation statistics in the Back Office and Reports area.
- Titlewave is a Follett Library Company resource and service that allows the LMC Director to download the LMC collection to Follett's website in a matter of minutes. Titlewave then analyzes the collection for age. Recommendations for purchase based on the analysis are available from the company.

Collection Development Policy

SELECTION

Introduction: Selection Guidelines

Selection is the process of identifying materials that comprise a library's collection, and is guided by the same objectives used to select district instructional materials:

From Board Policy 645.02

- 1. To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.*
- 2. To provide materials that will stimulate growth in knowledge, literary appreciation, aesthetic values, and ethical standards.*
- 3. To provide background information that will enable students to make intelligent judgments in their daily lives.*
- 4. To provide materials on opposing sides of controversial issues so that young citizens may learn to practice critical analysis.*
- 5. To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.*
- 6. To place principles above personal opinion and reason above prejudice in the selection of materials of the highest quality -- to assure a comprehensive collection appropriate for the users of text and supplementary materials.*
- 7. To provide access to a current, balanced collection of books, basic reference materials, texts, periodicals, and audiovisual materials that depict, in an accurate and unbiased way, the cultural diversity and pluralistic nature of American society.*

Although the Board of Education is legally responsible for the instructional materials used in the district, the ongoing process of selecting materials for the LMC is primarily the responsibility of the library media center director assigned to each building. Since collections reflect the complexion and needs of each individual building's population and the specific curriculum that is adopted, the LMC Director involves many people--the principal, teachers, students, and parents--in the process of choosing materials.

Sources of Recommended Materials

There are many sources to help LMC Directors identify appropriate materials.

Core collection lists for each level:

- W. Wilson's Children's Catalog
- W. Wilson's Junior High/Middle School Catalog
- W. Wilson's Senior High School Catalog

Recommended materials from curriculum adoptions, including materials recommended in adopted textbooks;
Professional and reviewing journals:

- *Booklist*
- *Bulletin of the Center for Children's Books*
- *Hornbook*
- *School Library Journal*
- VOYA

Standards for Instructional Materials

From Board Policy 645.03: Instructional Materials Selection and Adoption

The selection of learning resources is delegated to appropriate certified personnel, who will fulfill this obligation consistent with the following standards:

- 1. Learning resources will be purposely selected to support the educational, emotional and social development of the students, consistent with the adopted curriculum.*
- 2. Learning resources will objectively present the concerns and build upon the contributions -- current and historical -- of both sexes and members of various religious, ethnic and cultural groups.*
- 3. Learning resources will be appropriate for the subject area, age, ability level and learning style of the students for whom the materials are selected.*
- 4. Learning resources will be provided to promote lifelong learning and active citizenship.*
- 5. Learning resources will be selected because of their literary and/or artistic value.*
- 6. Learning resources will clarify historical and contemporary forces by objectively presenting and analyzing intergroup relationships, placing emphasis on recognizing and understanding social and economic problems.*
- 7. Learning resources will be selected for their strengths. Any weaknesses identified will be addressed through the use of supplemental materials.*
- 8. Learning resources may present controversial issues when related to the subject matter of a specific curricular field at a given grade level. Reasonable effort will be made to present a balance of biases, divergent points of view, and opportunity for exploring conflicting viewpoints.*
- 9. Learning resources will be obtained and utilized in compliance with current copyright law.*
- 10. The presence of any learning resources does not indicate endorsement of its content.*

Procedure

The review of instructional materials takes place at three levels: district, building and classroom. In selecting instructional materials, direct examination of potential materials is the most reliable method to follow but is often not feasible. Therefore, all certified staff members are encouraged to use personal knowledge, professional experience, and professionally accepted selection aids to evaluate resources and curriculum needs.

Items brought in for use with students that are not the property of the school district must meet established selection standards. Items given as gifts will be judged by the Standards for Instructional Materials listed above, and will be accepted or rejected by those criteria.

Selection is a positive process. With user demand as the yardstick, each specific part of the collection is selected according to criteria that enhance usability. Selection is an ongoing process which should include the removal of instructional materials which no longer meet the established criteria, and the replacement of lost or worn resources which are still of educational value (see Section 5: Maintenance).

The LMC Director will work cooperatively with staff members and other interested parties to interpret and guide the application of this policy in making media selections for the LMC; however, final responsibility for selection of instructional materials for the library remains with the LMC Director and the building principal.

Reconsideration of Instructional Materials

Indian Prairie Community Unit School District #204 recognizes that opinions sometimes differ regarding the quality and suitability of materials and that it has the obligation to consider requests by parents, guardians, or custodians of students for removal or restricted use of instructional materials.

All such requests, whether received in personal conversation, by letter, or by telephone will be directed to the appropriate teacher, who will inform the building principal. Resolution should first be attempted informally at the school building level.

If the matter cannot be resolved informally, the building principal will give the individual or group a packet consisting of:

[Board Policy 602-E1: A letter regarding Request for Reconsideration of Learning Resources](#)

[Board Policy 645.03: Instruction: Instructional Materials Selection and Adoption \(Learning Resources Selection Criteria\)](#)

[Board Policy 602-E2: Indian Prairie School District No. 204 Request for Reconsideration of Instructional Materials Form](#)

The aforementioned form, when completed, should be returned to the building principal, who will forward it to the Assistant Superintendent for Curriculum. If such form is not received within two weeks of the individual or group receiving the packet, it will be presumed no further action is necessary.

Upon receipt of the completed Request for Reconsideration of Instructional Materials Form, the designated Assistant Superintendent shall inform the Board of Education, who will then appoint a committee to investigate the complaint. The committee will be chaired by the designated Assistant Superintendent.

Questioned materials will not be removed from the school, pending a final decision. However, access to the material(s) in question can be denied to the child or children of the parent/legal guardian making the complaint, if so desired.

Within four weeks of its formation, the committee will make a written recommendation to the Superintendent.

The Board of Education will act on the recommendation of the Superintendent, and all parties will be notified of any action taken.

Related Board Policies:

[Board Policy 645.04: Instruction: Reconsideration of Learning Resources](#)

[Board Policy 645.15: Instruction: Complaints about Curriculum, Instructional Materials and Programs](#)

[Board Policy 645.15-R: Administrative Procedures: Complaints about Curriculum, Instructional Materials and Programs](#)

Collection Development Policy

ACQUISITION

Introduction: Acquisition

The acquisition plan for Library Media Center materials must match curricular priorities. The LMC Director must be able to show that the selection of new materials meets the collection development plan. Once items have been identified that meet the needs of the Library Media Center and the selection criteria, and those items prioritized for purchase, the LMC Director must acquire those items and make them available as quickly and efficiently as possible. An acquisition plan includes determining budget allotments for the current year, identifying sources for wished-for items, selecting a vendor, determining what services to purchase, preparing purchase orders, checking in orders, and processing materials. For specific library-related professional materials, see Appendix 1: Library-Related Publishers and Vendors.

Factors to Consider

- Budgetary constraints are probably the greatest factor to consider when determining what materials to acquire for a school collection.
- Some items, because of cost or limited use, may be more appropriately borrowed from another building within the district, from a public library or through Illinet.
- Pending curriculum adoptions and changes must also be considered before acquiring new materials. Items that will be used for several years should be given priority over items that may be unused after one year. Priority must also be given to items that will be used by a large number of students and staff members.

Procedure

Based on the analysis of the current collection and the budget allotment, the LMC Director identifies materials to purchase that will meet the needs of the curriculum as well as the district selection criteria.

A vendor must be identified who can provide the items at the best price. When selecting a vendor, the LMC Director will want to also evaluate the services that each vendor can provide, such as cataloging and processing. After the vendor has been selected, a Purchase Order must be prepared following district and building procedures. No items can be ordered before a Purchase Order has been prepared. Once the Purchase Order is prepared, a photocopy must be made for the LMC records. Using a software template to prepare Purchase Orders saves time and allows records of orders to be kept on the computer. Information such as discounts, shipping and handling costs, and other instructions specific to each vendor is entered once, and then only modified as necessary. The Purchase Order is submitted to the building administrator

and then sent to the District office. Once a Purchase Order number has been assigned, the Purchase Order can be mailed to the vendor or returned to the LMC Director to be faxed or telephoned to the vendor.

Some vendors send a confirmation of the order with an order number used by their company to track the order; other vendors simply begin to process the order.

Once the order is delivered to the school, it may be checked in by the school office staff before being delivered to the LMC. If the school office staff takes the packing slip/invoice for their records, a copy should be made for the LMC. Usually the packing slip/invoice will indicate back orders, items no longer available, etc. Once the order is delivered to the LMC, the order should be checked in by an LMC staff member, and the corresponding Purchase Order marked to indicate that the order has been received, noting any missing or incorrect items. If the order is not complete, the staff checks the packing slip/invoice. The LMC Director may need to substitute an item and/or indicate whether a back ordered item should be sent or cancelled. Once the order is complete, mark the Purchase Order accordingly. Since schools follow different procedures, the LMC Director should determine how his/her school office determines that a Purchase Order is ready to be paid, and work with the office staff to insure that Purchase Orders are paid promptly and accurately.

Purchase Orders can be submitted on July 1 for the following year. Ordering early allows time to order substitute titles for items no longer available. Orders to book vendors for discretionary items, such as multiple copies of some fiction titles, can include more items than the amount available, with a DO NOT EXCEED instruction to the vendor. This will insure that the entire budget will be used for library materials, even though the vendor may be temporarily out of stock for some titles.

It may be useful for the LMC Director to compare how the budget is spent from year to year.

Library Related Publishers and Vendors (Updated Yearly)

Books

American Library Association
Baker & Taylor
Bluford (high interest/low level)
Facts on File
Follett (Spanish and bilingual titles available)
Gale Publications/U*X*L
Grolier
Greenwood Press
Gumdrop Books
Libraries Unlimited
Marshall Cavandish
Neal-Schuman Publishers
Orca (high interest/low level)
Perfection Learning (high interest/low level)
Rosen Publishing (Spanish and bilingual titles available)
Scholastic, Inc. (Spanish and bilingual titles available)
Thorndike
World Almanac

Supplies

American Library Association
Brodart
Demco
Highsmith

Audio-Visuals

Listening Library
Recorded Books

Databases

Facts on File
Gale
Proquest
SIRS, Inc.
World Book

Collection Development Policy

MAINTENANCE

Introduction: Maintenance

Weeding and inventory are key procedures in maintaining the library collection. These two procedures ensure that the library collection is relevant, accurate, useful, and that it facilitates efficient use of space. Inventory also provides essential information for future selection decisions.

Factors to Consider

Library collections need to be dynamic and should be subject to continual evaluation to remain useful and appealing. Besides the basic need to consider currency of material, changes in curriculum, and wear or deterioration of library materials, key reasons for weeding include:

- utilizing space in the best, most efficient way
- giving library media center a reputation for reliability through up-to-date collection
- avoiding an illusion of well-stocked shelves which might deny need for improved budget for materials
- identifying materials which need repairing, rebinding, or replacing
- providing best possible service through collection of quality library materials
- creating a fresh, inviting environment where users can find up-to-date information
- correcting mistakes in selection

Rapidly changing fields such as technology, astronomy, transportation, communications, atomic energy, careers, ecology, and foreign governments are some of the main challenges in the processes of weeding and maintaining a current collection.

Procedure

Weeding should be an ongoing routine throughout the school year. Major weeding might be accomplished one classification section at a time, or even by starting at the beginning and going through the collection in an orderly fashion. It has been suggested that in any collection that is several years old, 4%-5% of the materials should be weeded yearly. This process goes hand in hand with inventory since it requires physical handling and examination of each book or piece of library media.

The library media center director evaluates the collection using sound knowledge of the 3 C's--Curriculum, Collection, and their Clientele. Use a well-developed collection plan

as a basis and utilize the expertise of faculty in making decisions. Along with these tools of professional judgment, the library media specialist will also consult recommended guidelines to evaluate materials.

Tools

In addition to established criteria by Dewey classification, there are many opinions and a wide variety of guidelines to determine the usefulness of materials and to carry out the actual weeding process. Considerations for weeding and/or maintenance include:

- record of use
- in-library use (must scan into Destiny for statistics to show up in statistical report for use)
- currency of content
- technical quality
- physical condition
- dispensability
- biased or portrays stereotypes
- Mediocre, poor quality
- Inappropriate reading level
- Duplicate information no longer in heavy demand
- Superseded by new or revised information
- Outdated, unattractive format, design, graphics, illustrations
- Information inaccessible due to lack of table of contents, adequate indexing, or searching capabilities
- Not selected in accordance with general collection criteria

Reasons for **not** discarding materials regardless of other criteria might include:

- materials used for research
- work of historical significance in the field of children's literature
- unusual illustrations, or illustrations done by a well-known artist
- work by a local author, illustrator, or editor
- work that describes local history or personalities
- item was received or selected as a memorial gift
- material bears a significant relationship to other materials on the same subject
- little or no money available for more satisfactory titles--consider seriously the use and accuracy
- item has possible usefulness to some special group or individual in the school

Inventory procedures help to assure accuracy of the library *automation system* and are also useful in removing damaged or obsolete materials. The library media center director should follow the guidelines of the library automation system manual for completing the computerized inventory process.

The inventory process does not need to interfere with patrons' access to the library media center and its collection. The library automation system is designed to allow the collection to be inventoried while allowing patrons to check out and use the materials. Always remember that access to materials is paramount over the inventory process.

APPENDIX: COLLECTION DEVELOPMENT

Copyright Guidelines

The rapidly changing world of information raises many copyright issues. It is the responsibility of each Library Media Center Director to keep current with copyright laws in general and the Fair Use Guidelines in particular. Fair Use Guidelines, established in the 1976 Copyright Act, should always be considered. The Fair Use Guidelines are listed below:

1. the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
2. the nature of the copyrighted work;
3. the amount and substantiality of the portion used in relation to the copyrighted work as whole; and
4. the effect of the use upon the potential market for or value of the copyrighted work.

There are numerous resources to assist LMC Directors, as well as other district personnel, in the understanding and interpretation of copyright laws. Below is one such document from the publication *Teaching and Learning* (June 2005) that lists copyright guidelines pertinent to schools.

[Copyright Guidelines for Administrators: Technology & Learning](http://i.cmpnet.com/techlearning/pdf/events/techforum/tx05/AdministratorCopyright_chart.pdf)

http://i.cmpnet.com/techlearning/pdf/events/techforum/tx05/AdministratorCopyright_chart.pdf

[Copyright and Fair Use Guidelines for Teachers: Technology & Learning](http://i.cmpnet.com/techlearning/pdf/events/techforum/tx05/TeacherCopyright_chart.pdf)

http://i.cmpnet.com/techlearning/pdf/events/techforum/tx05/TeacherCopyright_chart.pdf

[Board of Education Policy: Copyright 602 R Administrative Procedures](#)

PROCESSING LMC MATERIALS

CATALOGING SPECIFICATIONS

The LMC of each building is responsible for receiving, processing, and cataloging (if necessary) the following items:

- any orders initiated by the LMC
- materials ordered by the district
- any equipment ordered for use by the individual departments or the whole building.

CATALOGING PRINT AND NON-PRINT MATERIALS

General guidelines to catalog and process print and non-print items:

1. If the material was ordered with MARC records, import the records into the Circulation System database. Make adjustments as required. If not, follow District accepted cataloging practices and catalog the material within the Circulation System database.
2. Stamp the material with the school LMC or District stamp according to building specifications and if past practice dictates, attach a date due slip/pocket.
3. The district uses standardized call fields when assigning call numbers (See Circulation System Material Types & Classification in the Processing Materials Appendix). Preprinted barcodes and spine labels are options available through the vendor. If necessary, print a barcode and spine label. Attach both according to the barcode specifications included in the Processing Materials Appendix.
4. Cover the labels with protectors. Apply a protective book cover.
5. Attach a security tag/strip for all student used materials if the LMC uses a security system.

The item is now ready for circulation.

CATALOGING EQUIPMENT

General guidelines to catalog and process equipment:

1. The district uses standardized equipment call fields (See the Processing Materials Appendix).
2. The IT department maintains the asset tag database (<http://hera.ipdsd.org>) of all the equipment with district asset tags.
3. Equipment at time of purchase that cost more than \$50 is tagged with an asset number provided by the Instructional Technology Department. It is then engraved with *IPSD 204* and entered in the asset tag database. The label with this asset tag number can also be used as the barcode label for circulation purposes through the LMC.

4. If the equipment costs less than \$50, assign a building barcode number instead of an asset tag number.
5. Equipment can also be entered into the LMC Circulation System (see the Appendix for Standardized Call Fields for Equipment and Computer-Related Equipment).

The item is now ready for use/circulation.

BARCODE AND DATA DISK SPECIFICATIONS

[Elementary Schools](#)

[Middle Schools](#)

High Schools

APPENDIX: PROCESSING LMC MATERIALS

Circulation System Material Types & Classification

Destiny Material Type	Call Numbers
Artifacts	REA (realia) MOD (model) GAM (game) PUZ (puzzle) TOY (toy) PUP (puppets) ART (art original)
Book (Monograph)	001-999.999 (biographies cataloged with subject) B (biography) BB (big book) BIO (biography) CRC (career books) E (everybody/easy) EF (easy fiction) ELL (English language learners) ESL (English second language) FIC (fiction) GR (guided reading) NS (novel study)

	PA (project arrow) PAR (parenting) PB (paperback) PRE (preschool picture books) PRES (preschool picture books) PRO (professional) PRSCH (preschool picture books) REF (reference) RI (reading improvement) SC (story collection) TEX (textbook)
Electronic Book (ebook)	EB (ebook)
Recordings (non-musical)	AB (Audio Book) CB (Cassette Book) CAS (cassette) CD (compact disk)
Computer Files	CD (compact disk) CDR (compact disc recording) CF (computer file) CF REF (documentation) DOC (documentation)
Equipment	EQU (AV equipment) COM (computer equipment)
Manuscript Language Material (archival copy)	MAN (manuscript)
Mixed Material	KIT (2 or more pieces)
Maps, Globes & Atlases	MAP (map) GLO (globe) (Atlases under Books)
Kit (Book & non-musical)	KIT (2 or more pieces)
Music (printed)	
Picture, Study Print, Photograph, Chart	POS (poster) SP (study print)
Serial (printed periodical, etc.)	PER (periodical)

Sound Recording (musical)	CAS (cassette) CD (compact disc)
Sound Recording (non-musical)	CAS (cassette) CD (compact disc) CB (cassette book) AB (audio book)
Video (film, filmstrip, transparency, dvd)	MIC (microform) TRA (transparency) SLI (slide) VR (video recording) DVD (digital video disk)

Standardized Call Fields for Equipment

Amplifier	EQU	AMP
Binding Machine	EQU	BIN
Button Maker	EQU	BUT
Book Truck	EQU	BT
Calculator	EQU	CAL
Calculator, Graphing	EQU	GC
Calculator (overhead)	EQU	OCAL
Camera (film)	EQU	CAM
Camera (Document)	EQU	DC
Camera (VHS)	EQU	VC
Cassette Recorder	EQU	CR
Cart	EQU	CAR
CD/Cassette Player	EQU	CDP
Copy Machine	EQU	CM
Data Projector	EQU	DP
DVD Player	EQU	DVD
Engraver	EQU	ENG
Fax Machine	EQU	FAX
Headphones	EQU	HP
Jack Box	EQU	JB
Laminator	EQU	LAM
Megaphone	EQU	MEG
Microphone	EQU	MIC
Microphone cords	EQU	MC
Microphone stand	EQU	MST
Paper cutter	EQU	PAP
Podium w/microphone	EQU	POD
Public Address System (mixer, etc.)	EQU	PAS
Record Player	EQU	REC
Remote Control	EQU	REM
Screen (wall or portable)	EQU	SCR
Slide Projector	EQU	SP
Slide Sorter	EQU	SS
Slide Tray	EQU	ST
Speaker	EQU	SPK
Television	EQU	TV
Tripod	EQU	TRI
Vacuum	EQU	VAC
Video Cassette Recorder	EQU	VCR
Viewer (TV/VCR)	EQU	VV
Viewscreen (Graphing Calculator)	EQU	VS

Standardized Call Fields for Computer Related Equipment

CD/DVD Player/Burner	COM	CDR
Computer Cart	COM	CAR
Central Processing Unit (CPU)	COM	CPU
Compact Disc Player	COM	CDP
Computer Microphone (external)	COM	MIC
Digital Camera	COM	CAM
Digital Video Camera	COM	DVC
Laptop	COM	LAP
Monitor	COM	MON
Peripheral Device (barwand, scanner, etc.)	COM	PER
Peripheral Stand (monitor, etc.)	COM	STD
Portable Handheld Device	COM	PHD
Printer	COM	PRI
Scanner (flatbed)	COM	SCA
Uninterrupted Power Souce	COM	UPS
Zip Drive	COM	ZIP

CIRCULATION OF MATERIALS

CIRCULATION GUIDELINES

All materials purchased by the LMC are to support the curriculum and to encourage students and staff to be life-long readers and learners. The LMC maintains circulation data for all barcoded materials, i.e. books, AV equipment, curricular items. Below are suggested guidelines:

Guidelines for Students

- Students in good standing (with no overdues or outstanding fines) may check out a predetermined number of items at one time. Circulation periods and checkout limits are determined by the LMC Director and set up on the online circulation system. Students are not allowed to check out electronic media, because of the fragile nature of these items and licensing restrictions. Equipment can only be used in the building with special permission and staff supervision.

Guidelines for Staff

- Each school determines the length of circulation for items checked out by staff based on the needs of the faculty and the availability of materials in that building. Circulation of equipment for off-site use requires an Equipment Loan Request Form to be completed (see Appendix for the Equipment Loan Request Form or consult the IT webpage).

Guidelines for Families

- Family members of students are not considered patrons of the school LMC. Borrowing of materials may be considered on an individual basis with the approval of the building administration. In the case of textbooks for at-home use, a form should be completed by the parent and Student Services before a second set of textbooks can be checked out.

Guidelines for Other District 204 Schools

- Interschool loans are common, with the understanding that buildings first have obligations to their own teachers and students. Before loaning novel studies or multiple books within a particular Dewey range, the LMC Director should check with teachers and be certain that there is no need for those materials in the building during the time of the loan request. Borrowing schools should also honor due dates and return all books on time. If materials are lost or damaged while on loan, the borrowing library will replace or repair the items in a timely fashion.

PROCEDURES FOR CIRCULATION

Beginning of the Year - System Setup

Before the first day of school each year, the LMC Director sets up the calendar in the online circulation system. Patrons are downloaded and updated on a regular basis at the district level. New staff and any additional patrons will need to be entered manually at the school level.

Circulation of Textbooks

Textbooks are maintained in the online circulation system at the Elementary and Middle Schools. Upon receipt of textbooks, students and their teachers may complete a Textbook Condition/Damage form for each book. This form is kept by the teacher until the end of the year, when the condition of each book is then reappraised. Students are responsible for the upkeep of their textbooks and can be assessed fines upon the books' return for damage beyond the usual wear and tear.

Overdue Notices

Overdue notices should be sent regularly to patrons as reminders. Students with overdue materials are not allowed to check out other materials until the overdue items are returned or renewed. Consequences vary by school for students who have outstanding books or fines.

Lost Material Procedures

After a certain amount of time has elapsed, an item can be considered lost and recorded. When payment for the lost item is recovered from the patron, the LMC staff should record the payment in the circulation system and print two receipts, one for the patron and one for the LMC records. Monies collected from lost materials should be deposited into the LMC Activity Account. If the book is found, payment is refunded according to building policy.

APPENDIX – PROCEDURES FOR CIRCULATION

- [Equipment Loan Request](#)
- [Second Set of Textbooks Request Form](#)
- Textbook Condition Damage Form
- [Procedures for Assessing Damage to or Replacement of Textbooks, Instructional Materials](#)

RESOURCE SHARING

DISTRICT MATERIALS DATABASE

The district materials database is administered by the secretary to the LMC Curriculum Coordinator. Access to the materials database is through the internet: <http://destiny.ipisd.org/>. Borrowing among district libraries is coordinated by email or phone. (IMPORTANT NOTE: Refer to the Circulation Guidelines for Other District 204 Schools in the section on Circulation of Materials when borrowing/lending numerous items at one time.) A current list of novel studies and literature circle books is included in the Appendix.

DUPAGE LIBRARY SYSTEM

Indian Prairie Community Unit School District 204 is a member of the DuPage Library System. The DLS is a regional multitype system funded by the Illinois legislature through the Office of the Secretary of State and State Librarian. The DLS maintains a website at <http://www.dupagels.lib.il.us/> that contains among other things a calendar of events, interlibrary loan guidelines, publications, databases and services offered. One service of particular interest to schools is the Voices of Vision – the Talking Book Center, which supplies books in audio format and Braille to children with certifiable vision impairments. Each district LMC Director is also automatically enrolled by email in the DLS listserv. The DLS is located at P.O. Box 268, 127 South 1st Street, Geneva, IL 60134 and can be reached by telephone at 630-232-8457. Attach a DLS return slip to all materials when returning them (see Appendix).

LOCAL PUBLIC LIBRARIES

Each school in the district participates through the public library that serves their attendance area: Naperville Public Libraries, Aurora Public Library, and Fountaindale Public Library. Available materials, lending policies and school-related programs are noted on the respective websites. The Aurora Public Library offers staff library cards to staff members of Aurora schools. Contact the library for current information on how to apply for these cards.

ILLINOIS LIBRARY SYSTEM

Illinois is divided into twelve regional library systems, with each system including schools, academic and special libraries as well as public libraries in their membership. The systems are funded through the Office of the Secretary of State and State Librarian. The systems are governed by rules established by the Illinois State Library, based on the Library System Act and serve as a bridge between local libraries and the state library. District #204 schools belong to the DuPage Library System (DLS).

THE ILLINOIS STATE LIBRARY AND ILLINET

The Illinois State Library web site is a source for information about the Illinois State Library, Illinois Library Systems, and the more than 3,300 ILLINET libraries in the state of Illinois. ILLINET, or the Illinois State Library & Information Network

http://www.cyberdriveillinois.com/departments/library/who_we_are/illinet.html.

ILLINET is a cooperative alliance that brings together more than 4000 academic, public, school and special libraries through technology. ILLINET is facilitated through the DuPage Library System (DLS). Each school is assigned a specific ILLINET number to borrow materials. The materials are transferred via "Van on Demand" from the lending library to the borrowing library. "Van on Demand" has a single pick-up and drop-off location in our District. The designated location is the DEC. Photocopies of journal articles are also shared using the delivery service, fax, mail or the Internet. To learn more about all the services that the state library systems provide, visit

http://www.cyberdriveillinois.com/departments/library/who_we_are/home.html

APPENDIX: RESOURCE SHARING

- **K-8 Novel Studies**
- **ILLINET Interlibrary Loan**
<http://www.shareillinois.info>
- **DLS Routing Label**
http://www.dupagels.lib.il.us/pages/pdf/DLS_blue_routing_label.pdf
- **IDLS Routing Label**
<http://www.illinoisdelivers.net/PaperILDSLabel.pdf>

PROFESSIONAL DEVELOPMENT

CONFERENCES

Library Media Center Directors are expected to continue their professional education by attending professional conferences. Some of the conferences especially valuable to LMC Directors are:

- Annual conference of the American Library Association, held during the summer, and in Chicago every five years;
- Annual conference of the Illinois School Library Media Association (ISLMA) held in late October or early November. The conference alternates between the Chicago area one year and a southern Illinois location the alternating year;
- Annual Role of Technology in Education conference held in February at the Pheasant Run Resort in St. Charles, Illinois;
- Annual Classroom Connect conference, usually held in March, at the McCormick Conference Center in Chicago;
- Annual Young Adult Literature conference, held in the fall (late September or early October) at the College of DuPage in Glen Ellyn, Illinois;
- Annual Children's Literature conference, held in March, at Northern Illinois University in DeKalb, Illinois; and,
- American Association of School Librarians conference, usually held every two years, in various locations.

LMC Directors interested in attending a professional conference and receiving district funds must complete the Application to Attend a Professional Meeting Form found in your school's Main Office.

PROFESSIONAL ORGANIZATIONS

There are many professional organizations of value and interest to LMC Directors. Among the organizations in which to consider membership include:

- Illinois School Library Media Association <http://www.islma.org/>
- [American Association of School Librarians http://www.ala.org/aasl](http://www.ala.org/aasl)

Other organizations of value might include those connected to the building level (i.e. National Middle School Association) or specific curricular-related groups (i.e. National Council of Teachers of English).

STAFF DEVELOPMENT

As Instructors

LMC Directors often teach staff development classes for the district as well as in their own schools. In addition to formal staff development classes, LMC Directors provide staff development regularly as they assist teachers in information access, literature appreciation and selection, and technology.

As Learners

As instructional partners, Library Media Center Directors must be familiar with the district-adopted curriculum. LMC Directors are encouraged to attend staff development classes that focus on adopted curriculum, changes in the curriculum, or processes that will modify current instructional strategies and practices.

LMC Directors also must be informed about current and upcoming practices in the school library media profession, including but not limited to the use of technology, evaluation and assessment of students and programs, resource-based teaching and standards-based instruction. Efforts will be made to provide staff development for LMC Directors at monthly meetings, in staff development classes, or during district staff development institute days.

DISTRICT LMC MEETINGS

All LMC Directors in Indian Prairie Community Unit School District 204 attend the district LMC meetings held each month August through May. These meetings, held during the school day, allow LMC Directors to stay informed about district activities that impact the library media programs, including curriculum adoptions and changes and technology initiatives, concerns, and issues. At the monthly meetings, LMC Directors set goals, make decisions about use of grant monies, share ideas for instruction, learn about curricular issues, share building concerns, learn about new software programs and online databases, evaluate programs and resources, and offer professional support to their colleagues. The monthly meetings provide opportunities for collaboration not only among LMC Directors but also with the Technology and Curriculum Departments.

GRANTS

Library Media Center Directors in Indian Prairie Community Unit School District #204 have three grants available to support the library media programs.

ELEMENTARY CAREER DEVELOPMENT PROGRAM GRANT

The program outcome for this grant, for students in kindergarten through eighth grade, is "As a result of their elementary career development experiences, all students by the end of eighth grade will be aware of the full range of career options, will be able to make informed career choices, and will be provided with opportunities to select a preliminary career focus for further study." Career grant funds have been used to purchase materials for middle schools to support the eighth grade career unit, to purchase materials for elementary career exploration kits, and to train teachers and support staff in best practices for career education.

SCHOOL LIBRARY GRANT

These grant funds are to support the district's library services and programs by supplementing the school library's regular budget. School Library Grant funds have been used to purchase professional journals for library media specialists, cataloging software and technical support agreements for our library automation software program.

TITLE VI INNOVATIVE EDUCATION PROGRAM GRANT

One of the purposes of the Title VI Grant is to provide a continuing source of innovation and educational improvement, including support for library services and instructional and media materials. Funds are to be used for the acquisition and use of instructional and educational materials, including library services and materials, assessments, reference materials, computer software and hardware for instructional use, and other curricular materials which are tied to high academic standards and which will be used to improve student achievement. Title VI Grant funds have been used for a variety of activities. Several years ago Title VI funds were mostly used to purchase computer hardware and software to automate the library catalog and circulation. In recent years, Title VI funds have been mostly used to improve the collections in older Library Media Centers. Title VI funds have also been used to support Summer Library programs, to purchase and support the Union catalog, and to provide financial support for Library Media Center Directors to attend professional conferences.

SPECIAL PROGRAMMING

AUTHOR VISITS

Author, illustrator, and storyteller visits are important parts of a diversified education. By actually meeting professional participants in the literary world, the student is exposed to important aspects of the writing process and book publishing. Not only does the student see the humanness in these professionals, they also may see or hear something during the visit that impacts the way they view writing or their future career choice.

Often, schools at the same level will often pool their resources and choose a common date to invite a guest, making these visits more affordable.

BOOK CLUBS

Book Clubs or Reading Clubs offer readers an opportunity to meet with others who share a love of reading. Students read a specific book and have group discussions on the book. Reading is based on genre. Each subsequent meeting might introduce another genre. The individual schools decide meeting dates and times.

BOOK FAIRS

Most buildings have one or two book fairs each year. In some schools, the PTSA/PTA helps by supplying volunteers to assist with staffing the fair. Many schools run their fair in conjunction with parent/teacher conferences, but each LMC Director decides what works best in his/her building. Most commonly, W. W. Wickel and Scholastic are the book fair vendors used. It is important to note that a purchase order must be filled out prior to the book fair for the estimated total sales. In most cases, all proceeds from the book fair are put into the LMC Activity Account.

READING INCENTIVE PROGRAMS

Reading incentive programs may occur throughout the year but many elementary schools have a six to eight-week program in January or February. This is usually a school-wide program with a kick-off activity or final reward depending upon how the program is set up. Common reading incentive programs include the Six Flags Read to Succeed program and Ozzie's Reading Club, which is sponsored by the Kane County Cougars. The programs stress the importance of reading both to students and parents.

At the middle school level, breakfast and lunch book discussion events have been very successful. Teacher and parent participation is encouraged, especially for the breakfast events.

Accelerated Reader

Most elementary buildings in the district have an automated reading incentive program such as Accelerated Reader program or something similar. The AR program provides quizzes that match books in your collection. After reading the book, the student takes a quiz and earns points depending on how well he does on the test and the difficulty of the book. Each building decides on how the points will be used for the students to earn incentives. Programs such as these provide a record of what the students are reading and to hold them accountable for their reading.

Rebecca Caudill Young Readers Book Award, Monarch Award, Abe Lincoln Award

Each year the Illinois committee for each of these awards nominates 20 books to be included in these lists. Monarch Award is for students in grades K-8, Rebecca Caudill is for fourth through eighth graders and the Abe Lincoln award is for the high school level. Typically, the LMC Director will book talk the titles at the beginning of the school year to generate interest in the program. Students must read at least three of the titles in order to vote for their favorite nominee in February. The LMC program may include a special celebration or reward for the students who vote. Each school's votes are tallied and sent on to the state committees. The state winner is announced at the Children's Literature Conference at Northern Illinois University in March.

SPECIAL EVENTS

To accompany a school theme, the culmination of a curricular unit, or simply to promote reading, schools may host a special day in the LMC. Activities might include Beach Day, Geography Day, Prairie Day, Rock 'n Read Day.

Illinois Family Reading Night is always the third Thursday of November. Some buildings have an evening program to promote the importance of reading.

Each school decides how it will celebrate nationally recognized literary weeks such as Teen Read Week, Children's Book Week, National Library Week, School Library Media Month, etc.

YOUNG AUTHORS, K-8

The Illinois Young Authors program encourages students to become involved in the authoring process, using their skills to create an original written work. Each school

determines how to coordinate the program. The LMC Director may or may not be involved. The District Language Arts coordinator provides each school with guidelines and timetables each year.

LMC VOLUNTEERS

Parent volunteers make an important contribution to the educational environment. It is up to each LMC Director to recruit (through school newsletter, separate letter to parents, during registration, or through PTA) and train volunteers as needed to perform specific tasks, as well as to model appropriate ways to work with students and staff. The following information may be included in a handbook given to each volunteer during training or orientation.

Sample volunteer responsibilities might include:

- Checking in books
- Assisting students with book checkout
- Shelving books
- Helping with projects
- Creating bulletin boards
- Assisting with processing
- Laminating
- Maintaining appearance of LMC
- Filing

Volunteer procedures:

- Parent or community volunteers must sign in and out of the school office and wear a name tag.
- Volunteers may help with activities and work with students however the LMC Director or classroom teacher has the total responsibility for all educational decisions.
- Volunteers should not bring their preschoolers.
- If a volunteer needs to talk with a teacher, he/she should schedule an appointment.
- The LMC staff should handle student discipline problems.
- Parent volunteers are expected to be respectful of a student's right to confidentiality at all times and in all circumstances.
- It is appropriate to recognize volunteers for their contributions at the end of the school year.

EQUIPMENT

EQUIPMENT GUIDELINES

- The library media center maintains a collection of audiovisual equipment appropriate to meet the needs of the school. This equipment includes overhead projectors, videocassette recorders and players, cassette recorders, CD/DVD players/writers, televisions, projection devices, computers, and other equipment to meet the teaching and learning styles of the school's patrons.
- The library media specialist plans for and coordinates the acquisition, circulation, repair, and discarding of equipment. An inventory of all equipment may be maintained as fixed assets in the library media center's circulation program and will be maintained through the District IT Service Request Database.
- The library media specialist should provide training in the proper use and care of the school's equipment for the faculty and staff.
- Library media specialists may diagnose problems with equipment and determine if the problem can be handled in house. A problem beyond the expertise of the library media specialist should be submitted online as a Service Request to the IT Department. Records of equipment usage and problems will be tracked through the District IT Service Request Database to determine when repair or replacement is needed.
- The library media specialist should maintain a supply of projection bulbs appropriate for all school projectors as well as batteries for portable equipment.

CATALOGING EQUIPMENT

- The IT department maintains a database of all the equipment with the corresponding asset tag numbers. This database also tracks repairs and replacements.
- All equipment with a purchase value of more than \$50.00, must be tagged with an asset number and engraved with "Indian Prairie District #204" and the asset tag number. The IT Department provides access to the District Service Request Database where the item needs to be catalogued. This label can also be used as the barcode label for cataloging purposes in the library circulation system. Asset labels can be requested from the IT Department. If the cost of the piece of equipment is less than \$50, it will need to have a standard barcode number assigned to it and that number used to enter the item into the library catalog system.

COMPUTER EQUIPMENT

[EQUIPMENT LOANING GUIDELINES](http://IT.IPSD.ORG/POLICY/EQUIPGUIDELINES.HTM)
[HTTP://IT.IPSD.ORG/POLICY/EQUIPGUIDELINES.HTM](http://IT.IPSD.ORG/POLICY/EQUIPGUIDELINES.HTM)

EQUIPMENT LOAN REQUEST

SERVICE REQUESTS [HTTP://HERA.IPSD.ORG/](http://HERA.IPSD.ORG/) (IN-DISTRICT ONLY)

APPENDIX: EQUIPMENT