

Echols County Schools Library Media Policy

*2021 Update, Pending Board Approval

Library Media Center Policy

The Echols County Schools Media Center works to support the school system's vision statement, "To be a school system that develops independent, responsible, lifelong learners," and mission statement, "The mission of the Echols County Schools System is to provide an excellent education for all students," through supporting instruction across the subject areas and fostering information literacy skills. Each school year, the media center will work to increase circulation by 10% and support Lexile Level growth across the grade levels by identifying, developing, and providing resources to supplement classroom curriculum. The media center operates on a fixed circulation schedule and a flexible library lesson schedule. Students in PreK-5th grade may check out two books at a time. Books are flagged overdue after a two-week term. These guidelines are flexible based on individual student and teacher needs.

Media Center Policy Contents:

- ECS Media Center Vision
- Student Access
- Special Events
- Stay Connected
- At-Home Resources
- Hours of Operation
- Check Out Procedures
- Teacher Check-Out/Check-In Procedure
- Student Check-Out/Check-In Procedure
- Equipment for Faculty Use
- Independent Reading Incentive Programs
- Selection Principles
- Selection Criteria
- Reconsideration of Materials
- Library Media Committee
- Gifts
- Weeding
- Non-School Owned Materials
- Complying with Copyright
- References

ECS Media Center Vision

The library fosters a community of learning and literacy that leads to high academic achievement, independent reading and learning, and collaboration throughout the school.

- *Students are motivated and independent learners.*
 - Students successfully employ information literacy, technology, and critical thinking skills in subject-area learning experiences.
 - Students are engaged in independent reading and inquiry-based learning.

- *The library is a powerful intellectual and social space where students and teachers gather ideas, exchange points of view, and learn together.*
 - Students and teachers have access to certified school library media specialists.
 - Students have equitable access to the library and its resources.
 - The library provides access to high-quality resources in a variety of formats that support curricular and instructional goals and respond to diverse student needs and interests.
 - The library facility is welcoming, with a climate conducive to individual and shared learning.
 - Current technology is available and operable to support multiple learning experiences in the library and remote access to library resources.

- *The library program supports a culture of literacy throughout the school.*
 - Teachers integrate resources and information-literacy skills into every classroom.
 - Teachers collaborate with the librarian and other teachers to optimize instruction and curriculum design.

- *The library fosters a professional learning community.*
 - Teachers, principals, and librarians engage in ongoing professional development.
 - Librarians facilitate professional dialogue and networking among teachers, principals, and other librarians to support continuous improvement of practice.
(New York City School Library System, *Empire State Information Fluency Continuum*)

Student/Faculty Access

Approximately 30,000 print books

Over 170 eBooks in Destiny Discover, upon ePatron request

GALILEO Databases such as PebbleGo, Britannica, SIRS Discoverer, and more

In-Library Makerspace resources such as LittleBits, Lego Building Blocks, Musical Instruments, Osmo, K'nex, and more

DVD and AudioBooks (Faculty Check-Out Only)

Equipment: Overhead projectors, DVD players, CD players (Faculty Check-Out Only)

Special Events

Scholastic Book Fairs (December and May)

Reading Across America Week (March)

Accelerated Reader Goal Reward Days (Monthly in K-3, by 9-weeks in 4-8)

STAR Assessment Growth Reward Days (Bi-Monthly)

Accelerated Reader Semester Parties (December and May)

Stay Connected

Email: Analiese.hamm@echols.k12.ga.us, Phone: 229-559-5413

Library School Website: <http://echolselemmid.ga.ecem.schoolinsites.com/?PageName=%27Library%27>

Virtual Media Center Website: <https://sites.google.com/view/littleloudlibrary>

At-home Resources

Search our library collection from <https://destiny.echols.k12.ga.us/>

Access our school digital resources from our Destiny Catalog Homepage:

<https://search.follettsoftware.com/metasearch/ui/34883>

Epic! Books: Access eBooks during the school day at <https://www.getepic.com/>. Contact Mrs. Hamm at Analiese.hamm@echols.k12.ga.us to set up student access

GALILEO (digital Encyclopedias, eBooks, SIRS database, and more!)

The Little Loud Library Virtual Media Center: Hosts learning resources and links for students at

<https://sites.google.com/view/littleloudlibrary>

Echols County Schools Accelerated Reader Access: Only available during school hours: <https://global-zone20.renaissance-go.com/welcomeportal/56891>

Hours of Operation

The library media center is open each school day from 7:30 a.m. until 2:30 p.m., 3:30 p.m. for faculty. Each grade level is assigned a set time during the school day to visit the media center for book circulation. K-8 students are provided with a library media center pass, STAR card, and should come individually or in groups of no more than 4 during open checkout times, unless accompanied by the teacher. 9-12 students must have a library pass signed by a teacher. Large group (class) checkout can be scheduled on the media center calendar. Students are required to complete a library orientation class at the beginning of each school year before they are permitted to check out resources. The Media

Center will offer monthly recurring classes that teachers may schedule to attend from September-April of each year. The recurring class curriculum is developed and revised each year, and is based on GSE English Language Arts Standards for K-8 and Information Fluency Continuum Standards.

Check Out Procedures

- **Faculty Check-Out/Check-In Procedure**
 - All books and other materials are checked out using the barcode for the book and teacher's name.
 - Books and materials may be kept as long as necessary; however, the Destiny system flags the book as overdue after a two-week period. Faculty overdue notices are distributed in May.

- **K-8 Student Check-Out/Check-In Procedure**
 - Students in grades K-8 are allowed to check out up to two books at a time.
 - All books and other materials are checked out using the barcode for the book and student's library STAR card.
 - Books are checked out for a period of two weeks. Teacher's help is requested in encouraging students to return books in a timely manner. Student overdue notices are distributed in December and May.

- **9-12 Student Check-Out/Check-in Procedure**
 - Students in grades 9-12 are allowed to check out up to two books at a time.
 - All books and other materials are checked out using the barcode for the book and student's name.
 - Books are checked out for a period of two weeks. Student overdue notices are distributed in December and May.

Equipment for Faculty Use

All equipment, for faculty use, should be checked out before it is taken from the library media center.

Equipment that is kept in the classroom should be kept in a secure area of the classroom.

Equipment check-out is included on Faculty Overdue notices distributed in May of each year.

Equipment does not have to be returned to the media center in May if the patron plans continued use into the next year and plans to store the equipment in his or her classroom over the summer.

Independent Reading Incentive Programs

The Media Center and Media Specialist will actively provide instructional support and resources to classroom teachers implementing the following Lexile Proficiency Programs (LPP).

I. Elementary Lexile Proficiency Program (ESLPP)

Lexile is a numeric representation of an individual's reading ability or a text's readability (complexity). According to Georgia Department of Education Georgia Standards of Assessment, all K-5 students are held to the following two standards regarding Range of Reading and Level of Text Complexity: Reading Literary (ELAGSE_RL10) and Reading Informational (ELAGSE_RI10). To address these standards as well as the school wide Comprehensive Needs Assessment goal of increasing Lexile levels system wide, Elementary School ELA/Reading teachers will use a research-based, three component program.

1. Independent Reading:

- a. Renaissance Learning STAR Assessment will be used to determine a student's Lexile proficiency.
 - i. Students will complete the STAR Assessment systematically throughout the school year to determine Student Growth Percentiles and inform individualized instructional plans.
- b. Renaissance Learning Accelerated Reader Program will be used to set and measure individualized independent reading goals for every student.
 - i. The Accelerated Reader Program combines reading library books with computer-based comprehension tests to encourage independent reading practice at differentiated reading levels.
 - ii. Elementary individualized reading goals are determined by a student's reading 30 minutes a day and his or her individual performance on the STAR Assessment. Reading goals are re-determined at the completion of every goal period.
- c. The classroom teacher will use Accelerated Reader to track reading performance, identify problem areas, and inform instructional practices and additional reading assessment needs.
- d. The Media Specialist will use Accelerated Reader to determine incentives for students meeting and exceeding goal assessments of individualized reading. Incentives will be rewarded at the end of every goal period.

2. Guided Reading:

- a. The classroom teacher will determine the resources used to address grade level reading. Resources may include but are not limited to literature textbooks, class sets from the media center, and online resources.
- b. The classroom teacher will individually determine the classroom practices and procedures of guided reading.
- c. The classroom teacher will determine the appropriate formative and summative assessments to measure the completion of this component.

3. Vocabulary Development:

- a. The classroom teacher will determine the resources used to address grade level vocabulary development.

- b. The classroom teacher will determine the classroom practices and procedures of vocabulary development.
- c. The classroom teacher will determine the appropriate formative and summative assessments to measure the completion of this component.

II. Middle School Lexile Proficiency Program (MSLPP)

Lexile is a numeric representation of an individual's reading ability or a text's readability (complexity). According to Georgia Department of Education Georgia Standards of Assessment, all middle school ELA students are responsible for meeting the following two standards regarding Range of Reading and Level of Text Complexity: Reading Literary (ELAGSE_RL10) and Reading Informational (ELAGSE_RI10). To address these standards as well as the school wide comprehensive needs assessment goal of increasing Lexile levels system wide, Middle School ELA teachers will use a research-based, three component program. Every component of the Lexile Proficiency Program (LPP) will be graded and factored into the students' ELA grade.

1. Independent Reading:

- a. Renaissance Learning STAR Assessment will be used to determine a student's Lexile proficiency.
 - i. Students will complete the STAR Assessment systematically throughout the school year to determine Student Growth Percentiles and inform individualized instructional plans.
- b. Renaissance Learning Accelerated Reader Program will be used to set and assess individualized independent reading goals for every student.
 - i. The Accelerated Reader Program combines reading library books with computer-based comprehension tests to encourage independent reading practice at differentiated reading levels.
 - ii. Middle School individualized reading goals will be determined by a student reading 20 minutes a day and his or her individual performance on the STAR Assessment. Reading goals are re-determined at the completion of every goal period.
- c. The classroom teacher will use Accelerated Reader to track reading performance, identify problem areas, and inform instructional practices and additional reading assessment needs.
- d. The Media Specialist will use Accelerated Reader to determine incentives for students meeting and exceeding goal assessments of individualized reading. Incentives will be rewarded at the end of every goal period.

2. Guided Reading:

- a. The classroom teacher will determine the resources used to address grade level reading. Resources may include but are not limited to literature textbooks, class sets from the media center, and online resources.

- b. The classroom teacher will individually determine the classroom practices and procedures of guided reading.
- c. The classroom teacher will determine the appropriate formative and summative assessments to measure the completion of this component.

3. Vocabulary Development:

- a. The classroom teacher will determine the resources used to address grade level vocabulary development.
- b. The classroom teacher will determine the classroom practices and procedures of vocabulary development.
- c. The classroom teacher will determine the appropriate formative and summative assessments to measure the completion of this component.

Selection Principles

The goal of the Echols County Schools media center to select print and electronic materials based on the following principles. Each selection principle, along with the selection criteria, aids in the evaluation of materials being considered for inclusion in the collection. The selection principles of the Library Media Center include:

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

Selection Criteria

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

- Appropriateness to the curriculum and its users (Bishop, 2007)
- High technical and aesthetic quality that catches and holds the user's attention (Bishop, 2007)
- Relevance to users, school mission goals, and district goals in today's world (Bishop, 2007)
- Value to the collection as a whole; does not promote any stereotypes Encourages understanding, problem solving, and creativity (Bishop, 2007)
- Fills its purpose and meets a need in the collection (Bishop, 2007)
- Presents information that is timely, accurate, valid, and reliable (Bishop, 2007)

- Highly qualified and credible creators (Bishop, 2007)
- Durability; ease of operation, maintenance, and serviceability
- Cost effectiveness within media budget parameters
- Replacements for lost, stolen, or ill-used items

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

Reconsideration of Materials

In the event that, despite the care taken to select valuable materials for student and teacher use and the qualifications of the persons who select materials, an individual questions the content of any material, a process is in place that is designed to keep the material at the center of discussion. Adhering to these procedures exactly as outlined is tantamount to respecting the rights of all involved. Without exception, the following steps will be taken in handling all complaints:

- The complainant is asked to file his/her objections in writing on a copy of the form ("Request for Reconsideration of Materials"). This form may be obtained from the Forms Page on the School's Library Website page. One report must be filed per title, and the report must specify exact pages and content, as well as detailed reason(s) why material is found objectionable. Series and/or entire genres will not be reviewed as a whole.
- The district Superintendent is immediately informed of the complaint, along with the principal and media specialist affected by the complaint.
- All challenged materials will remain in circulation until the complaint is processed and a final decision reached. However, if applicable the student involved will be offered an appropriate alternate selection.
- When the completed "Request for Reconsideration of Material" form is returned to the principal, the school media committee shall reevaluate the questioned material in light of accepted selection policies and educational objectives of the school. The committee will:
 - Read and examine the material in light of its educational purpose as outlined in the district's statement of philosophy for the selection of materials.
 - Check the general acceptance of the materials by reading reviews and consulting standard selection aids.
 - Request more information from the complainant(s) if further clarification of the questionnaire is deemed expedient.
 - Weigh the value and fault against each other and form opinions based on the material as a whole and not on passages pulled out of context.
 - Discuss the material and prepare a report of the proceedings. It is vital that the focus of the committee's work be the material under reconsideration, and as the goal is to discuss the merits and appropriateness of the work, a consensus for action is not required. The report serves to recommend action, if consensus is reached, or to reflect committee discussions, if unable to be

in complete agreement on action. The material will remain on the shelf unless consensus to remove it is reached by the committee.

- File a copy of the report in the school and administrative offices.
- The committee shall submit a copy of the report to the concerned individual.
- If the complainant wishes to appeal the decision, a written appeal shall be submitted prior to and by the end of the 15th working day after the complainant has received the committee's report. The appeal shall be submitted to the system-wide media committee, which shall reevaluate the material and submit its written decision to the individual and the Superintendent.
- If the complainant is not satisfied with the decision, he/she may meet with the Superintendent and discuss the matter and be provided with a written response regarding the Superintendent's decision. The Superintendent will act in any one of the following ways: 1) support the response of the Library Media Advisory Committee; 2) request that the Library Media Advisory Committee revisit the complaint and modify their response; or 3) overturn the response of the Library Media Advisory Committee. The State also requires that minutes of any such hearings be taken and made available should the State request them upon appeal beyond the Superintendent.
- If satisfaction is still not received, he/she may present a written appeal to the district Board of Education. The Board of Education will consider the appeal at their next regularly scheduled meeting and will respond with a written reply. The School Board will act in any one of the following ways: 1) support the response of the Superintendent; 2) request that the Superintendent revisit the complaint and modify his/her response; or 3) overturn the response of the Superintendent. The State also requires that minutes of any such hearings be taken and made available should the State request them upon appeal beyond the Board of Education.
- If the complainant is still not satisfied, he/she may present a written appeal to the State Board of Education, requesting a hearing. The decision of the State Board of Education completes the process.

Library Media Advisory Committee

The library media committee serves as the advisory board for library media center functions. It is composed of representatives from administration and the library media specialist. The library media committee meets to evaluate library media center policies, procedures, and programs. This evaluation will be used to determine program goals, expand and/or delete services, and revise procedures, as necessary.

Other functions of the library media committee may include goal development for the upcoming school year, recommendations for print and nonprint purchases, activities selection, reading challenged materials, and serving as a springboard for grade level collaboration.

Gifts

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

Weeding

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

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

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

Non-School Owned Materials

The ECS Media Center only includes materials owned by Echols County Schools in circulation.

Complying with Copyright

Echols County Schools faculty receive training on copyright each year through ComplianceModules.org. The module is titled *Copyright in Schools* and instructs learners about Copyright Title 17.

References

American Association of School Librarians and Association for Educational Communications and Technology. (1998). *Information power: Building partnerships for learning*. Chicago: American Library Association.

American Library Association. Access to resources and services in the school library media program. Retrieved March 16, 2021 from <http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/accessresources>

Bishop, K. (2007). *The collection program in schools: Concepts, practices, and information sources*. Westport, CT: Libraries Unlimited.

New York City School Library System. *Empire State Information Fluency Continuum: Benchmark Skills for Grades K-12, Assessments / Common Core Alignment*. Retrieved March 16, 2021 from <https://www.engageny.org/file/132186/download/empire-state-ifc.pdf?token=E2nLLOW7b>