

# Shelby County Schools Library Procedure Manual

2014-15



SHELBY COUNTY SCHOOLS  
2014-2015

# SCHOOL LIBRARY INFORMATION CENTER HANDBOOK

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## **Mission Statement**

Each library in the Shelby County School District supports the instructional program of its school by providing materials to reinforce, enrich and extend classroom learning experiences. The Library Information Specialist (LIS) functions as a cooperative member of the teaching staff, a consultant on the use of materials and a teacher of those library skills which help students develop competency in the independent use of resources.

Shelby County Schools' libraries play a vital role in developing a love of reading and in encouraging strong, lifelong reading habits. To this end, the LIS seeks to balance curriculum with recreational needs by selecting books of high appeal as well as those which will motivate students to develop independence in learning strategies, critical thinking skills, communication skills, appropriate attitudes and an appreciation of literature for both pleasure and information.

Shelby County Schools' libraries establish an educational environment in which technology serves a major role, not only in the daily routine of the school library, but as an instructional part of the library program. Students have access to a variety of media resources to help them succeed in their learning and have opportunities to develop and foster computer skills to prepare for life's experiences in a technological society.

Shelby County Schools' libraries are also committed to the free flow of information and ideas and to a cooperative relationship with each other, as well as with other libraries in their communities.

## **SCHOOL LIBRARY INFORMATION CENTER STAFFING**

Staffing of the school Library Information Center (LIC) is determined by the current Board of Education School Staffing Formula. This formula reflects state minimum requirements and regional accreditation requirements for certificated and classified personnel.

School Library Information Specialists (LIS) must hold a valid teaching certificate with certification in library science (see appendix). The LIS is employed and assigned to schools by the Department of Human Resources. The LIS reports directly to the principal of their assigned school and are covered by all assignment, transfer, wage, and other employment policies and regulations as are other school faculty members.

The principal is responsible for making specific assignments for clerical assistants. The availability of clerical assistance in the school is determined by the school enrollment.

Student assistants or library club participants can be useful in the upper grades. Duties of students should be individualized to suit their abilities.

### Role of School Library Information Specialist

To ensure a quality program of library information services in each school, the Library Information Specialist (LIS):

1. Facilitates the effective operation of the school library information center
2. Plans for and provides grade appropriate library skills instruction
3. Evaluates and selects appropriate materials and resources for the school Library Information Center
4. Manages school Library Information Center and instruction effectively
5. Establishes and maintains a professional leadership role as the information resource specialist in the school
6. Uses performance evaluation Teacher Effectiveness Measure 4.0 (TEM 4.0) Library Information Specialist rubric to improve the school LIC operation and information skills instruction (see appendix)

## Role of School Library Information Specialist (cont'd)

The scope of responsibilities assigned to the school Library Information Specialist may vary in different schools. School size, grade level, the school instructional program, and size/arrangement of the library facility may necessitate such variation. All curriculum or instructional assignments should support the school library information instructional program.

Before or after school responsibilities, cafeteria duties, and club or activity duties should be comparable with those of the teaching staff of the school and must be governed by the guidelines and/or restrictions of the District.

## **SCHOOL LIBRARY INFORMATION CENTER SCHEDULING**

Schedules for all school Library Information Centers (LIC) are kept on file in the school office and the Library Services office each year. Any major revisions in the schedules during the school year are reported to these offices.

Maintaining a well-organized collection of materials in good condition; selecting, ordering and processing materials; keeping necessary records; and other administrative and organizational tasks are vital to the effective library program. These activities require time during the school day. The library schedule must incorporate necessary time for administrative and organizational work. A minimum of three hours per week in blocks of at least 45 to 60 minutes for administrative and organizational work should be included into the schedule in order to maintain the library. This time is to be in addition to reference periods, or unscheduled times at the beginning or end of the school day for open circulation, distribution, and return of materials and equipment.

### Flexible Scheduling for School Library Information Centers

Flexible time for reference, individualized activities, library skills instruction, or special group or class activities is important in the school library schedule. Significant portions of the flexible schedule are set aside to maintain open checkout. Book circulation will increase dramatically when students are able to check out books as often as necessary.

In schools maintaining a flexible schedule the teachers are to coordinate with the Library Information Specialist (LIS) to reserve time in the LIC for specific class activities. Teachers should remain with their classes in order to effectively collaborate with the LIS. Teachers will bring their classes to the LIC for the scheduled period and remain for the entire class time. When students are to work independently on an assignment, the teacher will make the necessary arrangements with the LIS. Students need to know and have practical experiences which reinforce the reference and research skills which they have been taught. The incorporation of the LIC and its resources into the classroom lessons and activities is an important consideration in all instructional planning and implementation.

The effectiveness of a school's LIC program is determined in a large measure by its scheduling practices. Rigidity in scheduling limits the extent to which the school LIC program becomes a vital component of the overall educational program. Students and teachers must have access to the materials at the point of need.

## Scheduling for School Library Information Center

A flexible schedule is recommended by the American Association of School Libraries (AASL) and required by the Tennessee State Board of Education (See Appendix - AASL Position Statement and Tennessee Board of Education: Minimum Requirements for the Approval of Public Schools). There may be a period of transition in which scheduled classes may be necessary. The guide below should be used in preparing elementary school LIC schedules. The scheduled LIC period in the elementary school is designed to provide time for a variety of activities such as story time, reference and research, enrichment activities, and library skills instruction. In scheduling classes for the school year, each class may be scheduled for a maximum of one 30 to 45 minute period per week. The number of classes and the level of the students should be used as indicators for the amount of time a class needs to be scheduled into the LIC. The program for grades K- 2 works effectively with 30 minute periods, while the teaching of library skills in grades 3-6 and the circulation of materials can best be accomplished in 45 minute periods.

### Scheduling in the Elementary Library Information Center

Class Size	Scheduled LIC Time
25 or fewer classes	Maximum of one 45 minute period for each class per week
26 to 30 classes	One 30 minute period per week for primary classes and one 30-45 minutes per week for intermediate classes
31 to 40 classes	One 30 minute period per week for each class not to exceed 8 classes per day
More than 40 classes with one LIS	Schools with more than 40 classes will need to schedule classes on alternate weeks to ensure that the LIS's schedule does not exceed eight 30 minute class periods per day.

### Scheduling in the Middle School, Junior and Senior High Library Information Center

The LIS works cooperatively with the teachers, usually through the language arts staff, to schedule classes for LIC orientation and special instruction in reference and research skills. Orientation classes should be scheduled as soon as possible at the beginning of the school year.

At the secondary level the teacher collaborates with the LIS to schedule classes in the LIC as the need arises. A prominently placed schedule calendar is suggested to facilitate scheduling and to record LIC use and activity. During the scheduled visit, the teacher should remain in the LIC to assist the students with their assignments. The number of classes that the LIC can accommodate at one time will depend on the size of the facility, the activity of the class, and the size of the staff available.

Individual students or small groups of students from a class may use the LIC for research during class times if the teacher has made the necessary arrangements with the LIS. Students are also admitted to the LIC during study hall periods, before or after school, during lunch periods, or other times according to the policies developed by the principal, and LIS of the individual school.



# MATERIAL SELECTION AND ACQUISITION

## Criteria for Selection

In developing the library information collection, the LIS must consider the educational goals of the school system, individual student learning styles, teaching styles, curriculum needs, faculty and student needs, and the existing material collections. The LIS ensures that the Library Media Center (LIC) is well maintained (resources are kept up to date within budget restraints and in good repair), and designed to stimulate student interest in reading and research. The following is a list of guidelines to assist in the evaluation and selection of instructional materials.

Instructional materials should:

- Be relevant to today's world
- Support the identified needs of the school community
- Contribute to the objectives of the educational program
- Be appropriate and appealing to the level of the user
- Provide a stimulus for creativity
- Represent quality and accuracy in writing, illustrations, and informational worth
- Provide works by authors/illustrators/publishers/producers/etc. of authority and high reputation
- Support Common Core Standards with informational text and literature

Gift materials will be judged by the criteria listed in the preceding section and should be accepted or rejected on the basis of those criteria. All gift or donated books become the property of the school.

Selection is an ongoing process which must include the removal, i.e., **weeding (section 7.1.0)**, of materials no longer appropriate and the replacement of lost, worn, and damaged library materials still of educational value.

## Material Selection Guidelines

SCS Library Information Specialists (LIS) are skilled professionals who are certified by the State of Tennessee as school librarians. SCS Library Information Specialists are trained in book selection for children and young people. Many sources are used for recommendations of appropriate materials to add to the library. Library Information Specialists have access to professional library journals and online reviewing sources where reviews of current books and materials may be obtained. While the LIS seeks input from teachers, students, parents and administrators, the responsibility for final selection and purchase rests with the certified LIS.

SCS Library Information Specialists use the following procedures for book and material selection:

- Develop and administer procedures for previewing, evaluating and selecting materials and equipment
- Establish written selection policies and procedures for the acquisition of materials
- Identify, use bibliographic tools available as aids in the evaluation and selection of materials for the library (School Library, Book Links, Booklist and SLJ Online, collection analyses from various vendors)
- Establish and maintain a consideration file for reviews and evaluations of materials and equipment
- Evaluate and select resources to support the instructional programs of the school
- Survey students, teachers and administrators for suggestions for material selection
- Use information about student interest and performance to improve library resources and instruction
- Use student performance data to improve media center resources and programs
- Provide physical access to materials in multiple formats that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards
- Provide materials for recreational reading that will promote a life-long love of reading

### Weeding and Removal of Materials

Selection is an ongoing process which must include the removal, i.e., weeding of materials no longer appropriate and the replacement of lost, worn and damaged library materials still of educational value.

### Donation Guidelines

Donated materials will be judged by the criteria listed in the preceding section and should be accepted or rejected on the basis of those criteria.

4.2.0

*SCS Library Procedure Manual 12/2014*

## Procedures for Dealing with Challenged Materials

Occasionally library materials are challenged, despite the quality of the selection process. The school system supports principles of intellectual freedom inherent in the *First Amendment of the Constitution of the United States* and expressed in the *School Library Bill of Rights of the American Association of School Librarians*. (See Appendix.) In the event that library materials are challenged, the following procedures should be followed:

1. The local school administrator and Library Information Specialist will inform the complainant of the objectives, criteria, and procedures for selection.
2. If the complainant is not satisfied with this explanation, the school will request the complainant to submit a formal "Citizen's Request for Reconsideration of Materials." (See Appendix.)
3. Inform the department of Library Services of the complaint.
4. Remove challenged book from the shelf pending the outcome of the process unless the book is part of the curriculum.
5. Upon receipt of the completed form, the principal will request review of the material by the review committee and notify the Library Services Office that such a review is in process and provide Library Services a copy of the appropriate paperwork. Library Services will advise appropriate central office administrators of the review. The review committee is to be appointed by the principal, with the assistance of the LIS, and includes local school and system level LIS professionals, teachers, and supervisors as needed. This committee may include a parent or PTA representative from the school.
6. The review committee shall read, view, or listen to the material in its entirety; check general acceptance of the material by reading reviews and consulting recommended lists; determine the extent to which the materials supports the curriculum; and judge the materials for its strength and value as a whole and not in part.
7. The committee shall present a written review and statement of its decision to the principal for distribution to the complainant and appropriate school system administrators.

## Acquisitions

It is through the ordering process that the school LIS ensures that the collection of the school library information center (LIC) continues to meet the requirements of the various curriculum areas and recreational needs, making provision for the diverse learning styles and abilities of the students. The school LIS must ensure that the collection meets current Tennessee State Requirements, Southern Association of Colleges and Schools (SACS) guidelines, and other national standards (See Appendix 3.2.0).

Major categories of materials ordered are listed below with instructions:

**Books** – Each school receives an allocation for books and audio-visual materials (audio visual materials include DVD's, Audio books, mp3's, etc.) based on enrollment. Currently, the allocation is \$5.10 per child. This allocation is a part of the site-based budget. Only books and audiovisual materials may be purchased from this allocation.

**Periodicals/Newspapers** – Magazines are purchased at the District level for all schools for elementary, middle and high. Titles have been pre-selected by a committee of librarians with representation from each of the school levels. If a school wishes to purchase additional magazines that are not on the pre-selected list, it may do so with the school being responsible for the additional cost. This cost should not be taken from the library book and audiovisual allocation.

The **e-appeal** version of the Memphis Commercial Appeal is provided through textbooks services. The USA Today is provided to high schools with the magazine purchase.

**Supplies** – An allocation of \$300 is provided for each library through the Library Services Department. The library supply orders are sent to library services to be processed. Library supply orders are not a part of the site-based budget.

**Furniture and Equipment** - Requests for furniture and equipment (i.e. computers, printers, DVD players, Camcorders, TVs, overheads, etc.) are made on standard requisition forms and paid for from the individual school's budget. Library circulation computers are provided by library services.

# PROCESSING AND ORGANIZATION OF LIBRARY MEDIA MATERIALS

## General Information

The Library Processing Center is located at 1384 A Farmville Road. The center operates on a year-round basis and routes cataloged materials to the schools during the school year. Once received at the school, all materials should be scanned to make sure they are showing in the automated system. Any discrepancies should be reported to Library Services.

School Library Information Specialists (LIS) must order fully cataloged materials and must route all orders through Library Services. When orders are received from vendors, they are first routed to the Library Processing Center. This procedure is necessary to clear the purchase order for payment and to add items to the inventory. If materials are inadvertently shipped directly from the vendor to the school, the school LIS should notify Library Services immediately.

## General Cataloging Specifications

All library materials are cataloged using the following authorities as guides:

Anglo-American Cataloging Rules  
Dewey Decimal Classification  
Sears List of Subject Headings

All materials to be added to the library collection are fully cataloged. General specifications that include prefixes, may vary based upon the automated system being used. (i.e, Alexandria or Atrium)

## Books

General specifications for processing books are as follows:

Non Fiction	Abridged Dewey over three main entry initials (all caps)
Individual Biography	92 over three biographee initials (all caps)
Collective Biography	920 over three author initials (all caps)
Story Collection	SC over three main entry initials (all caps)
Fiction	FIC over three main entry initials (all caps)
Easy	E over three main entry initials (all caps)
Reference	R over Dewey over three main entry initials (all caps)
Professional	P over Dewey over three main entry initials (all caps)

### 5.1.0

### Non-book Materials

Non-book materials are fully cataloged under title with Dewey classifications and are provided with a media designator. A media designator is used to identify the major media type of the material and indicated with a media prefix as a part of the call number budget. Media designators currently used in cataloging media are given below.

<u>MEDIA</u>	<u>SYMBOL</u>
Audio Book	AUD
Chart	CHART
Audio CD	CD
CD-ROM	CD-ROM
Digital Video Disk	DVD
eBook	eBook
Flashcard	FL/CARD
Game	GAME
Kit	KIT
Laser Disk	LD
Map	MAP
Model	MODEL
MP3	MP3
Picture	PIC
Tape (cassette)	TR
Video Tape Recording	VTR

(See Appendix for additional library processing specifications)

### Processed Materials

After orders are checked by the Library Services Processing Center, materials are routed to the schools. Once received at the school, all materials should be scanned to make sure they are showing in the automated system. Any discrepancies should be reported to Library Services.

All materials (books, DVD's, etc.) include barcodes placed in the appropriate places. The barcode number distinguishes each item or set of materials from every other item or set of materials in the library collection.

Since some funding sources require that a separate inventory be maintained, it is important to identify these materials using a special stamp. Materials purchased with funds from special federal or state projects are clearly stamped with the funding source and its identifying project numbers, etc. This information can also be included in the MARC record.

### Unprocessed Materials

It is the responsibility of the school LIS to catalog unprocessed materials (gifts, book fair books, donations, etc.) into the automated system.

## **CIRCULATION OF MATERIALS**

### Procedure for Lending Materials

The LIS sets the loan period for materials and the number of items that may be checked out to a student based on enrollment, size of collection and library schedule.

Reserve materials are handled at the discretion of the local school. These materials are placed in a designated place in the Library Information Center (LIC).

### Overdue Materials

Fines are charged for overdue materials in many school LICs to encourage return of materials and teach responsibility and respect for school property. Charging of fines will be left to the discretion of the administrator. The LIS may charge fines not to exceed ten cents per day on overdue items.

### Lost and Damaged Materials

Principals will require students, parents, or guardians to pay for replacement of lost or damaged library materials. The school may deny borrowing privileges to students until they comply with this requirement. Principals may waive this requirement if the child is a victim of unusual circumstances. The fee for books damaged to the extent that they require rebinding is the current rebinding price. The LIS sets fees for minor damages. The LIS must issue receipts for all fees collected for lost or damaged materials.



### Circulation Reports

The LIS creates monthly and annual statistical reports and submits these reports to both the principal and Library Services. The monthly reports reflect the number of patrons, number of classes, and other important utilization statistics. All libraries are to generate both monthly and annual reports using the automated system.

### Financial Reports

The procedures detailed below for handling and reporting revenue were developed by the Library Services staff and the Office of Internal Audits.

1. The LIS must remit all monies collected for fines and lost books to the financial secretary. The LIC account reflects total money turned in for fines and lost/ damaged books. The LIS may obtain a receipt book from the school office. A receipt is issued for each lost or damaged book.
2. The LIS may use these library funds for the following purchases:
  - A. Library decorations and signage
  - B. Consumable products
  - C. Non-consumable library materials (books, AV materials, and equipment).

Materials purchased must be selected according to the Library Materials Selection Policy and be made a part of the library collection. Any equipment purchased or leased must meet Shelby County Schools' specifications and must be purchased from appropriate vendors.

All disbursements from the Library Account will be made with a school check and substantiated with all appropriate documentation.

All monies in the library account should be spent by the end of the year. Leftover funds will be rolled over into the school's general funds.

# WEEDING, REBINDING, AND INVENTORY

## Weeding

In order to provide students and teachers with the best overall print and non-print collection possible, the library information specialist (LIS) periodically weeds the library information center (LIC) by removing unwanted materials. Weeding is a continual process and should include a plan to ensure that all areas of the collection are reviewed at regular intervals. The following criteria are examples for removal of materials from LIC:

1. Non-circulation of materials over an extended period of time, unless the item is considered to have historical value.
2. Contents/pictures are outdated and no longer relevant. For example:
  - Pictures showing outdated items or situations such as old automobiles, wringer washers, dial telephones, etc.
  - Science books that make predictions of events that have already occurred
  - Science experiment books which ask students to use materials no longer readily available or use unsafe procedures
3. Items are worn and unattractive in appearance
4. Library owns multiple copies or a newer edition
5. Items are damaged beyond repair
6. Copyright date may be used as criteria for weeding
  - Country and state books more than 10 years old
  - Computer books more than 5 years old
  - Career books more than 5 years old
  - Encyclopedias (need at least one set copyrighted within the last 5 years)

The Library Supervisor must be notified before a large amount of materials is removed from the library to make sure the collection meets state standards. P

American Library Association (ALA) also provides additional recommendations for weeding of materials.

### Discards

Contact the Library Services office for specific instructions on discarding weeded items.

### Library Equipment

If library equipment is no longer being used or repairs would exceed the replacement cost, it must be discarded in accordance with Shelby County Schools Board Policy.

## Rebinding

Funding and arrangements for books to be rebound are the responsibility of the individual school. Library allotments cannot be used for rebinding. Selection of books for rebinding is an ongoing process, and materials identified for potential rebinding are to be set aside for final decision and processing. In the rebinding process, the covers and end papers are removed, the edges of the pages are “shaved” and washed, and new covers and end papers are applied. Consider rebinding a book if it meets the following criteria:

1. The binding is falling apart and the book has not been rebound previously.
2. The pages are in excellent condition.
3. The book circulates well.
4. The book is difficult, impossible, or very costly to replace.
5. The book is an essential part of the library collection.
6. It is more cost-effective to have the book rebound than to purchase a new copy.

Paperback books do not meet the criteria for rebinding unless the paper content is of high quality.

## Inventory

Inventory is a process by which the LIS ascertains exactly what books and materials are physically in the collection.

### **Automated Inventory:**

The LIS should put books in proper order, scan each book, and print a list of lost/paid items. Lost items should be deleted from the inventory to reflect an accurate count of the collection.

### **Inventory Reports:**

Submit requested annual inventory reports to the principal for his/her approval and signature. Bring completed reports to Library Services. With the LIS's copy of all annual inventory reports, file any information regarding unfinished work in progress, special instructions for processing materials, or any other information helpful to a new LIS in the school.

## APPENDIX

- 2.1.0 School Library Information Center Staffing**  
Tennessee State Board of Education Educator Licensure
- 2.1.0 School Library Information Center Staffing:  
Role of the School Library Information Specialist**  
TEM Framework Library Information Specialist Rubric 4.0
- 3.2.0 Scheduling for School Library Information Center**  
AASL Position Statement on Flexible Scheduling, Revised June 2014
- 3.2.0 Minimum Requirements for the Approval of Public Schools**  
Library Information Center, Requirement F. Rule, 0520-01-03-07
- 4.3.0 Procedures for Dealing with Challenged Materials**  
School Library Bill of Rights of the American Association of School Librarians
- 4.3.0 Procedures for Dealing with Challenged Materials**  
Citizen's Request for Reconsideration of Materials, NCTE
- 4.4.0 (See 3.2.0)**  
Library Information Center, Requirement F. Rule, 0520-01-03-07
- 5.2.0 Non-Book Materials**  
Atrium Users – Library Processing Specifications  
Alexandria Users – Library Processing Specifications

<b>TENNESSEE STATE BOARD OF EDUCATION</b>	
<b>EDUCATOR LICENSURE</b>	<b>5.502</b>

- Basic driver and traffic safety education
  - Advanced driver and traffic safety education
  - General safety
  - First aid and emergency medical services.
- **Reading Specialist.** Candidates seeking licensure and endorsement as a reading specialist must complete advanced studies in a program approved by the State Board of Education. Candidates must be recommended by an educator preparation provider approved according to standards and guidelines established by the State Board of Education.
  - **Library Information Specialist.** Candidates seeking endorsement as a school library information specialist must complete a graduate program of studies in library information science that leads to a master's degree and is approved by the State Board of Education. Candidates who already hold a master's degree must complete an approved course of study at the graduate level meeting the appropriate knowledge and skills for a school library information specialist.

### **School Services Personnel**

- **School Speech-Language Pathologist.** Candidates seeking licensure and endorsement as a school speech-language pathologist must complete a program of studies in speech-language pathology at the graduate level prior to obtaining the practitioner school services personnel license. Candidates must meet the licensure standards, employment standards and assessment requirements of the State Board of Education. Candidates applying for a professional school services personnel license as a school speech-language pathologist shall satisfy one of the following criteria:
  - Applicants new to the field seeking initial school service personnel licensure must complete a graduate degree in speech-language pathology from a state or regionally accredited institution of higher education with a speech-language graduate level program approved by the American Speech-Language-Hearing Association. They must also achieve a qualifying score on the assessment required by the State Board of Education. Fully licensed teachers who are serving on employment standard waivers as speech-language teachers shall meet these requirements to be licensed as a school speech-language pathologist.

# **Teacher Effectiveness Measure Framework- Library Information Specialist**

**version 4.0 revised June 2014**



**STANDARD 1 - INSTRUCTION: INQUIRE, THINK CRITICALLY, AND GAIN KNOWLEDGE**

4/5 Above Expectations / Significantly Above Expectations	3 Meeting Expectations	2 Below Expectations	1 Significantly Below Expectations
<p><i>For Level 5, all evidence at Level 3 is present, as well as all of the following:</i></p> <p><i>For Level 4, all evidence at Level 3 is present, as well as one of the following:</i></p> <ol style="list-style-type: none"> <li>LIS consistently provides meaningful lessons and guidance to the school community on how to:                             <ul style="list-style-type: none"> <li>follow an inquiry-based process in seeking knowledge and making the real-world connection for using this process in real life;</li> <li>develop and refine a range of questions to frame the search for new understanding;</li> <li>find, evaluate, and select appropriate sources to answer questions;</li> <li>evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context;</li> <li>read, view and listen for information presented in any format (e.g., textual, visual, audio, multimedia) in order to make inferences and gather meaning;</li> <li>make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</li> </ul> </li> <li>LIS consistently provides students the opportunity to connect ideas to their own interests, previous knowledge and experience.</li> <li>LIS consistently provides opportunities for students to seek information for personal learning in a variety of formats and genres.</li> <li>LIS provides opportunities for meaningful student collaboration related to inquiry and critical thinking.</li> </ol>	<p><i>The following best describes what is observed:</i></p> <ol style="list-style-type: none"> <li>LIS provides lessons and/or guidance to the school community on how to:                             <ul style="list-style-type: none"> <li>make real world connections to the curriculum via available resources;</li> <li>use questions to drive research;</li> <li>find appropriate resources to assist with answering questions;</li> <li>consider diversely selected materials presented in multiple formats that are appropriate to specified curriculum;</li> <li>utilize technology tools for accessing information and pursuing inquiry.</li> </ul> </li> <li>LIS ensures that materials provided to teachers build upon students’ prior knowledge as context for new learning.</li> <li>LIS consistently provides opportunities for students to seek information for personal learning with a specific focus on format and genre.</li> </ol>	<p><i>The following best describes what is observed:</i></p> <ol style="list-style-type: none"> <li>LIS minimally or inconsistently<sup>1</sup> provides lessons and/or guidance to the school community on how to:                             <ul style="list-style-type: none"> <li>make real world connections to the curriculum via available resources;</li> <li>use questions to drive research;</li> <li>find appropriate resources to assist with answering questions;</li> <li>consider diversely selected materials presented in multiple formats that are appropriate to specified curriculum;</li> <li>utilize technology tools for accessing information and pursuing inquiry.</li> </ul> </li> <li>LIS ensures that teachers have materials to support their curricular topics, however the selected materials do not build upon students’ prior knowledge as context for new learning.</li> <li>LIS provides limited opportunities for students to seek information for personal learning; these opportunities are solely related to mandated district initiatives.</li> </ol>	<p><i>The following best describes what is observed:</i></p> <ol style="list-style-type: none"> <li>LIS does not provide lessons and/or guidance to the school community on how to:                             <ul style="list-style-type: none"> <li>make real world connections to the curriculum via available resources;</li> <li>use questions to drive research;</li> <li>find appropriate resources to assist with answering questions;</li> <li>consider diversely selected materials presented in multiple formats that are appropriate to specified curriculum;</li> <li>utilize technology tools for accessing information and pursuing inquiry.</li> </ul> </li> <li>LIS does not provide teachers or students with materials or resources to support student learning or teachers’ curricular topics.</li> <li>LIS does not provide opportunities for students to seek information for personal learning with a specific focus on format and genre.</li> </ol>

- Examples of how a librarian might achieve these expectations are: by instructing students in “The Big 6,” a six-stage model to help anyone solve problems or make decisions by using information, by instructing students in MLA (Modern Language Association) format, by instructing students in copyright guidelines, by utilizing Kathy Schrock’s site, “ABC’s of Web Site Evaluation,” and by demonstrating the use of technology such as the Internet, Goggle, Atrium and TEL (Tennessee Electronic Library) in order to access information.

<sup>1</sup> Minimally or inconsistently refers to practices that can be demonstrated quarterly for at least 75% of the teaching faculty. Evidence of consistent practice includes sharing with teachers and students in classes related to some of the examples for standard 1 and supporting teachers’ curriculum with provided resources, which may require an LIS to be proactive in knowing quarterly curriculum topics referenced in the district’s curriculum.

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- Examples of how a librarian might build upon students' prior and background knowledge are by utilizing KWL charts (what a student already knows, what a student wants to know, and what a student has already learned) and/or opening lessons with guided questions.
- Examples of how a librarian might achieve these expectations are librarian/teacher collaboration on projects.
- An example of how a librarian might provide opportunities for students to seek information for personal learning in a variety of formats and genres is by personally assisting them in the information seeking process.
- Artifacts to support each standard, including those that may not be evident during an instructional observation, may be presented in a portfolio.

## STANDARD 2- INSTRUCTION: DRAW CONCLUSIONS, MAKE INFORMED DECISIONS, APPLY KNOWLEDGE TO NEW SITUATIONS, AND CREATE NEW KNOWLEDGE

4/5 Above Expectations / Significantly Above Expectations	3 Meeting Expectations	2 Below Expectations	1 Significantly Below Expectations
<p><i>For Level 5, all evidence at Level 3 is present, as well as all of the following:</i></p> <p><i>For Level 4, all evidence at Level 3 is present, as well as one or more of the following:</i></p> <ol style="list-style-type: none"> <li>LIS seamlessly correlates the library program with that of the school curriculum by providing related lessons and guidance on how to:                             <ul style="list-style-type: none"> <li>apply the critical thinking skills of analysis, synthesis, evaluation, and organization to information and knowledge in order to construct new understandings, draw conclusions and create new knowledge;</li> <li>organize knowledge so that it is useful;</li> <li>incorporate scaffolding activities that account for students' differentiated learning levels using grade level content;</li> <li>use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations and further investigations.</li> </ul> </li> <li>LIS's practices display understanding of students' anticipated learning difficulties and are differentiated based on students' needs.</li> <li>LIS demonstrates how to use technology, social media and other information tools to analyze and organize information in an ethical and responsible manner.</li> <li>LIS consistently provides opportunities for students to respond to literature and creative expressions of ideas in various formats and genres.</li> <li>LIS consistently provides students the opportunity to use creative and artistic formats to express personal learning.</li> </ol>	<p><i>The following best describes what is observed</i></p> <ol style="list-style-type: none"> <li>LIS seamlessly correlates the library program with that of the school curriculum by providing related lessons or guidance on how to:                             <ul style="list-style-type: none"> <li>identify and understand critical thinking skills of analysis, synthesis, evaluation and organization of information;</li> <li>organize knowledge as a process to support learning using topics other than current curricular topics;</li> <li>incorporate activities that consider students' differentiated learning levels;</li> <li>use strategies to draw conclusions from information.</li> </ul> </li> <li>LIS's practices display understanding of students' anticipated learning difficulties.</li> <li>LIS demonstrates how to use technology, social media and other information tools.</li> <li>LIS provides materials for teachers to encourage students to exchange ideas, develop new understandings, make decisions and solve problems.</li> <li>LIS encourages students' responses to literature and creative expression of ideas in various formats via materials and guidance provided to teachers.</li> </ol>	<p><i>The following best describes what is observed:</i></p> <ol style="list-style-type: none"> <li>LIS minimally or inconsistently correlates the library program with that of the school curriculum by providing related lessons or guidance on how to:                             <ul style="list-style-type: none"> <li>identify and understand critical thinking skills of analysis, synthesis, evaluation and organization of information;</li> <li>organize knowledge as a process to support learning that is connected or aligned to students' curricular topics from another class;</li> <li>incorporate activities that consider students' differentiated learning levels;</li> <li>use strategies to draw conclusions from information.</li> </ul> </li> <li>LIS's practices are reactive and display understanding of students' learning difficulties only as they surface during the lesson.</li> <li>LIS provides inaccurate demonstrations of how to use technology or other information tools, or the selected technology and/or tools are not appropriate to students' learning.</li> <li>LIS provides misaligned materials for teachers to encourage students' responses to literature and creative expression of ideas.</li> <li>LIS makes limited attempts to encourage students' responses to literature and creative expression of ideas in singular formats without complete or with inadequate guidance to teachers.</li> </ol>	<p><i>The following best describes what is observed:</i></p> <ol style="list-style-type: none"> <li>LIS does not correlate the library program with that of the school curriculum by providing related lessons or guidance on how to:                             <ul style="list-style-type: none"> <li>identify and understand critical thinking skills of analysis, synthesis, evaluation and organization of information;</li> <li>organize knowledge as a process to support learning that is connected or aligned to students' curricular topics from another class;</li> <li>incorporate activities that consider students' differentiated learning levels;</li> <li>use strategies to draw conclusions from information.</li> </ul> </li> <li>LIS's practices do not display understanding of students' anticipated learning difficulties.</li> <li>LIS does not demonstrate how to use technology and other information tools.</li> <li>LIS does not provide teachers or students with materials or resources to support students' responses to literature and creative expression of ideas.</li> <li>LIS does not encourage students' responses to literature and creative expression of ideas.</li> </ol>

Notes:

- Examples of how a librarian might achieve these expectations are modeling the steps of the research process, modeling the process of drawing conclusions, instructing students in note taking, creating note cards, and utilizing graphic organizers.

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- Examples of how a librarian might demonstrate how to use technology and other information tools to analyze and organize information to conduct a lesson on the use of Excel, Word, “netiquette,” teaching students how to blog, and online graphic organizers.
- Examples of how a librarian might teach students the ethical and responsible use of technology are lessons on copyright or lessons on intellectual freedom.
- Examples of how a librarian might provide opportunities for meaningful student collaboration with others are collaboration on classroom projects.
- Examples of how a librarian might provide opportunities for students to respond to literature and creative expressions of ideas in various formats and genres are by displaying quality student work posted on a bulletin board, on a library blog, or in a publication such as *Teen Ink*.
- Examples of how a librarian provides meaningful lessons and guidance to students to assist them in organizing personal knowledge in a way that can be called upon easily are by instructing students in the use of the Gaggles storage locker and in the use of flash drives.
- An example of how a librarian might provide meaningful lessons and guidance to students on the use of social networks and information tools to gather and share information is a lesson series about Internet safety and responsibility.
- An example of how a librarian might scaffold activities for students’ different learning levels may be by teaching a lesson on valid sources using materials of various lexile levels, which can still help all students understand how to determine if a source is valid for research.
- Artifacts to support each standard, including those that may not be evident during an instructional observation, may be presented in a portfolio.

## STANDARD 3- ENVIRONMENT: SPACE, RESOURCES, and ROUTINES

4/5 Above Expectations / Significantly Above Expectations	3 Meeting Expectations	2 Below Expectations	1 Significantly Below Expectations
<p><i>For Level 5, all evidence at Level 3 is present, as well as <b>all</b> of the following:</i></p> <p><i>For Level 4, all evidence at Level 3 is present, as well as <b>one or more</b> of the following:</i></p> <ol style="list-style-type: none"> <li>LIS continuously enhances the library media center environment by collaborating with administrators, teachers and others to seek additional resources that will support improving students' literacy achievement (this may include, but is not limited to district, local and state grants and other fiscal and human capital).</li> <li>The LIS consistently ensures that library media center resources are available for all, regardless of ability, and at all appropriate times with flexibility and creativity within and beyond the school day, including extended hours and parent and community involvement programs.</li> <li>Routines, procedures and behavioral expectations are evident and consistent to the extent of creating a culture of accountability and responsibility for the LIS, students and staff.               <ul style="list-style-type: none"> <li>Written procedures have been established to prioritize needs of the school community.</li> <li>Flow of the library rarely impeded by inappropriate or off-task student behavior.</li> <li>All students know and adhere to their roles and responsibilities and self-manage their behavior.</li> </ul> </li> <li>Circulation procedures have been established to maximize use of library resources.</li> </ol>	<p><i>The following best describes what is observed:</i></p> <ol style="list-style-type: none"> <li>LIS always ensures that the library media center is inviting (warm and welcoming for all members of the school community).</li> <li>LIS always ensures the library media center is well organized (resources are easy to locate and appropriately cataloged).</li> <li>LIS always ensures that the library media center is well maintained (resources are kept up-to-date within budget constraints and in good repair), and designed to stimulate student interest in reading and research.</li> <li>Use of space and materials always promotes learning; displays of student work are frequently changed.</li> <li>Most materials, resources and equipment are easily accessible to users.</li> <li>Routines, procedures and behavioral expectations are evident and consistent.               <ul style="list-style-type: none"> <li>Written procedures have been established and consider some needs of the school community.</li> <li>LIS regularly promotes and reinforces positive behavior.<sup>2</sup></li> <li>Disruptive behavior<sup>3</sup> is de-escalated with little interruption to instructional time.</li> <li>LIS attends to students who cause disruptions rather than to the entire class.</li> </ul> </li> <li>The LIS has established, and made known to users, circulation procedures.</li> </ol>	<p><i>The following best describes what is observed:</i></p> <ol style="list-style-type: none"> <li>LIS rarely ensures that the library media center is inviting (warm and welcoming for all members of the school community).</li> <li>LIS rarely ensures the library media center is well organized (resources are easy to locate and appropriately cataloged).</li> <li>LIS rarely ensures that the library media center is well maintained (resources are kept up-to-date within budget constraints and in good repair), and designed to stimulate student interest in reading and research.</li> <li>Use of space and materials somewhat promotes learning, and/or displays of student work are not frequently changed.</li> <li>Most materials, resources and equipment are somewhat easily accessible to users.</li> <li>Routines, procedures and behavioral expectations are evident but inconsistent.               <ul style="list-style-type: none"> <li>Written procedures are established, but are not aligned with the needs of the school community.</li> <li>LIS rarely promotes and reinforces positive behavior.</li> <li>Disruptive behavior is de-escalated with some interruption to instructional time.</li> <li>LIS attends to disruptions by addressing entire groups of students or the entire class.</li> </ul> </li> <li>There are some established circulation procedures; however, the procedures are ineffective and requested materials and resources are not made available within a 24-hour period.</li> </ol>	<p><i>The following best describes what is observed:</i></p> <ol style="list-style-type: none"> <li>LIS does not ensure that the library media center is inviting (warm and welcoming for all members of the school community).</li> <li>LIS does not ensure the library media center is well organized (resources are not easy to locate and are not appropriately cataloged).</li> <li>LIS does not ensure that the library media center is well maintained (resources are not kept up-to-date within budget constraints and are not in good repair), and library media center is not designed to stimulate student interest in reading and research.</li> <li>Use of space and materials does not promote learning and/or student work is not displayed.</li> <li>Most materials, resources and equipment are not easily accessible to users.</li> <li>Routines, procedures and behavioral expectations are not evident.               <ul style="list-style-type: none"> <li>Procedures are not visible.</li> <li>LIS does not promote or reinforce positive behavior.</li> <li>Disruptive behavior causes significant interruption to instructional time.</li> <li>LIS does not attend to disruptions.</li> </ul> </li> <li>There are no established circulation procedures.</li> </ol>

Notes:

- Examples of how a librarian could meet these expectations are by displaying literacy-based bulletin boards, creating reading corners, posting reading-related posters, creating book displays, using signage in the library, providing a variety of resources such as books, magazines, videos, DVDs, attempting to make space more open in the library media center, posting rules and consequences, and leaving top and bottom shelving open in order to make materials more accessible (when possible). Librarians should also provide new teachers and all students a library orientation session at the beginning of the school year.

<sup>2</sup> Positive reinforcements consistent with Responsive Classroom and No-Nonsense nurturing should be implemented where appropriate.

<sup>3</sup> Disruptive behavior can be defined as behavior that requires significant teacher intervention.

- Artifacts to support each standard, including those that may not be evident during an instructional observation, may be presented in a portfolio.

## STANDARD 4- PROFESSIONALISM and PROGRAMMATIC GROWTH

4/5 Above Expectations / Significantly Above Expectations	3 Meeting Expectations	2 Below Expectations	1 Significantly Below Expectations
<p><i>For Level 5, all evidence at Level 3 is present, as well as <b>all</b> of the following:</i></p> <p><i>For Level 4, all evidence at Level 3 is present, as well as <b>one or more</b> of the following:</i></p> <ol style="list-style-type: none"> <li>1. LIS consistently completes, in an effective manner, all administrative responsibilities related to managing the library media program.</li> <li>2. Records are turned in on time and are completely accurate.</li> <li>3. LIS uses several formal and informal evaluation techniques on a regular basis in making decisions related to improving promotional activities incorporated in the library program.</li> <li>4. Promotional activities incorporated in the library program consistently support students' mastery of standards.</li> <li>5. LIS consistently purchases a wide variety of genres and multicultural materials.</li> </ol>	<p><i>The following best describes what is observed:</i></p> <ol style="list-style-type: none"> <li>1. LIS usually completes, in an effective manner, administrative responsibilities related to managing the library media program.</li> <li>2. Written plans, policies and procedures are available for library staff and/or volunteers.</li> <li>3. Records are turned in on time and are at least 90% accurate.</li> <li>4. The LIS is typically on time for class, meetings or other scheduled activities.</li> <li>5. LIS consistently develops and implements high-quality programs that encourage students to read and that enhance literacy instruction across all grades and subjects.</li> <li>6. LIS adapts District's policy for dealing with challenged materials for the school community.</li> <li>7. LIS incorporates two or more promotional activities in the library program that support students' mastery of standards.</li> <li>8. Data are sometimes used for making program decisions regarding promotional activities incorporated in the library program.</li> </ol>	<p><i>The following best describes what is observed:</i></p> <ol style="list-style-type: none"> <li>1. LIS rarely completes, in an effective manner, all administrative responsibilities related to managing the library media program.</li> <li>2. Written plans, policies and procedures exist, but are not readily available for library staff and/or volunteers.</li> <li>3. Records are more often late or inaccurate than not.</li> <li>4. The LIS, more often than not, arrives late for class, meetings or other scheduled activities.</li> <li>5. LIS rarely develops and implements high-quality programs that encourage students to read and that enhance literacy instruction across all grades and subjects.</li> <li>6. LIS loosely adapts District's policy for dealing with challenged materials for the school community; complete policy compliance is not evident.</li> <li>7. LIS incorporates one promotional activity in the library program that support students' mastery of standards.</li> <li>8. Data are not used to assess promotional activities incorporated in the library program.</li> </ol>	<p><i>The following best describes what is observed:</i></p> <ol style="list-style-type: none"> <li>1. LIS does not complete, in an effective manner, all administrative responsibilities related to managing the library media program.<sup>4</sup></li> <li>2. Written plans, policies and procedures for library staff and/or volunteers do not exist.</li> <li>3. Records are not accurate or up-to-date.</li> <li>4. The LIS is typically late for class, meetings or other scheduled activities.</li> <li>5. LIS does not develop or implement high-quality programs that encourage students to read and that enhance literacy instruction across all grades and subjects.</li> <li>6. LIS does not adapt District's policy for dealing with challenged materials for the school community.</li> <li>7. LIS does not incorporate promotional activities in the library program, or promotional activities are not supportive of students' mastery of standards.</li> </ol>

Notes:

- Examples of how a librarian might achieve these expectations are: by sponsoring book clubs, book fairs, Read for the Record events, Read Across America events, Teen Read Week events, Teen Tech Week events, Children's Book Week events, and National Library Week/Month events, and Library Card Sign-Up Month. Librarians should also work closely with the nearest public library branch. Librarians might have a "reading corner," book displays, literacy-related posters in the library, and reading-related bulletin boards. Librarians could also promote student essay contests, etc.
- Artifacts to support each standard, including those that may not be evident during an instructional observation, may be presented in a portfolio.

<sup>4</sup> For example, developing and communicating the library media center schedule, purchasing and cataloguing new resources, managing all relevant computer systems, and overseeing the budget.

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- Examples of how a librarian might achieve the goal of providing a wide variety of genres and multicultural materials are through: regular collection analysis, reading book reviews in professional magazines, and surveying students regarding their reading interests.

## Position Statement on Flexible Scheduling

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The library program is fully integrated into the educational program so that students, teachers, and school librarians become partners in learning. This integration strengthens the teaching for learning process to insure students are active learners who guide and continually assess their learning process. Open access to a quality school library program is essential for students to develop the vital skills necessary to analyze, evaluate, interpret, and communicate information and ideas in a variety of formats. Inquiry skills are taught and learned within the context of the curriculum and may occur in the classroom, the library, or at home with 24/7 accessibility to a wide range of resources, technologies, and services.

The integrated library program philosophy requires an open schedule that includes flexible and equitable access to physical and virtual collections for staff and students. Classes must be flexibly scheduled into the library on an as needed basis to facilitate just-in-time research, training, and utilization of technology with the guidance of the teacher who is the subject specialist, and the librarian who is the information process specialist. The resulting lesson plans recognize that the length of the learning experience is dependent on learning needs rather than a fixed library time. Regularly scheduled classes in the school library to provide teacher release or preparation time prohibit this best practice. Students and teachers must be able to come to the library throughout the day to use information sources, read for pleasure, and collaborate with other students and teachers.

Collaboration with classroom teachers to design, implement and evaluate inquiry lessons cultivates high level learning experiences for students and is the catalyst that makes the integrated library program work. The teacher brings to the planning process knowledge of subject content and the student needs. The school librarian contributes a broad knowledge of resources and technology, an understanding of modern teaching methods, and a wide range of strategies that may be employed to help students learn inquiry skills. Together they are able to provide differentiated and adaptable experiences for students of all abilities and interests to meet the requirements of the curriculum.

The responsibility for flexibly scheduled library programs must be shared by the entire school community: the Board of Education, District Administration, Principal, School Librarian, Teachers, and the Library Support Staff.

The BOARD OF EDUCATION endorses the philosophy that the library program is fully integrated into the district's educational program and ensures that flexible scheduling for libraries is maintained in all buildings and at all levels through district level policies.

The DISTRICT ADMINISTRATION supports this philosophy and ensures appropriate staffing levels so that all teachers, including the school librarians, can fulfill their professional responsibilities



The PRINCIPAL creates the appropriate climate within the school by understanding and advocating the benefits of flexible scheduling to the faculty, by monitoring scheduling, by maintaining appropriate staffing levels, funding, and joint planning time for classroom teachers and school librarians.

The TEACHER and the SCHOOL LIBRARIAN work collaboratively to provide differentiated and adaptable experiences for students of all abilities. The collaborative lessons meet curricular requirements through relevant and engaging learning experiences that promote positive instructional use of time.

The LIBRARY SUPPORT STAFF works to maintain the daily operation of the library to allow the professional school librarian and teaching staff the time and flexibility to collaborate together to provide students with excellent educational experiences for learning.

The PARENTS advocate for a library program that provides their child with access 24/7. They promote the use of flexible scheduling so their students are able to come to the library throughout the day to use information sources, read for pleasure, and collaborate with the school librarian, other students, and teachers.

The STUDENTS stress the need for anytime access to their school library to assist them in completing their academic pursuits and exploring their personal interests.

(Rule 0520-01-03-.06, continued)

**Authority:** T.C.A. §§ 9-6-3001(c) and (c)(1), 49-1-302, 49-1-302(a)(2) and (13), 49-6-101, 49-6-201, 49-5-3105, 49-6-3001(c) and (c)(1), 49-6-3003, 49-6-3005(a) and (a)(4), 49-6-3104, 49-6-3105, 49-6-6201, and Sections 30, 78 through 80, 88 of Chapter 535 of the Public Acts of 1992, and Public Chapter 448 (2013). **Administrative History:** Original rule certified June 10, 1974. Amendment filed July 18, 1974; effective August 17, 1974. Amendment filed June 30, 1975; effective July 30, 1975. Amendment filed July 15, 1976; effective August 16, 1976. Amendment filed February 28, 1978; effective March 30, 1978. Amendment filed January 9, 1979; effective February 23, 1979. Amendment filed October 15, 1979; effective January 8, 1980. Amendment filed April 14, 1980; effective May 28, 1980. Amendment filed April 13, 1982; effective May 28, 1982. Amendment filed September 28, 1982; effective December 15, 1982. Amendment filed January 19, 1983; effective April 18, 1983. Amendment filed September 28, 1983; effective December 14, 1983. Amendment filed January 6, 1984; effective April 15, 1984. Amendment filed June 28, 1984; effective July 28, 1984. Amendment filed June 28, 1984; effective September 11, 1984. Amendment filed May 12, 1985; effective August 13, 1985. Amendment filed October 3, 1985; effective January 14, 1986. Amendment filed March 25, 1986; effective June 14, 1986. Amendment filed May 28, 1986; effective June 27, 1986. Amendment filed July 10, 1987; effective October 28, 1987. Amendment filed July 22, 1987; effective October 28, 1987. Amendment filed September 20, 1987; effective December 29, 1987. Amendment filed November 18, 1987; effective February 28, 1988. Amendment filed April 18, 1988; effective July 27, 1988. Amendment filed May 13, 1988; effective August 29, 1988. Amendment filed October 18, 1988; effective January 29, 1989. Amendment filed November 22, 1988; effective February 28, 1989. Amendment filed November 16, 1989; effective February 28, 1990. Amendment filed June 5, 1990; effective September 26, 1990. Amendment filed October 12, 1990; effective January 29, 1991. Repeal and new rule filed March 16, 1992; effective June 29, 1992. Amendment filed June 24, 1992; effective September 28, 1992. Amendment filed July 21, 1992; effective October 28, 1992. Amendment filed September 1, 1992; effective December 29, 1992. Amendment filed April 14, 1993; effective July 28, 1993. Amendment filed August 10, 1993; effective December 29, 1993. Amendment filed October 28, 1993; effective March 1, 1994. Amendment filed January 21, 1994; effective May 31, 1994. Amendment filed January 31, 1995; effective May 31, 1995. Amendment filed March 27, 1995; effective July 28, 1995. Amendment filed May 31, 1996; effective September 27, 1996. Amendment filed April 27, 1998; effective August 28, 1998. Amendment filed July 13, 1998; effective November 27, 1998. Amendment filed November 18, 1999; effective March 30, 1999. Amendment filed May 28, 1999; effective September 28, 1999. Amendment filed November 30, 1999; effective March 29, 2000. Amendment filed April 28, 2000; effective August 28, 2000. Amendment filed July 31, 2000; effective November 28, 2000. Amendment filed October 31, 2000; effective February 28, 2001. Amendment filed August 31, 2001; effective December 28, 2001. Amendment filed December 31, 2001; effective April 30, 2002. Amendment filed March 28, 2002; effective July 29, 2002. Amendment filed October 31, 2002; effective February 28, 2003. Amendment filed March 31, 2003; effective July 29, 2003. Amendment filed June 30, 2003; effective October 28, 2003. Amendment filed August 30, 2004; effective December 29, 2004. Amendments filed May 19, 2005; effective September 28, 2005. Amendments filed June 30, 2005; effective October 28, 2005. Amendment filed June 19, 2007; effective October 26, 2007. Amendments filed September 6, 2007; effective January 28, 2008. Repeal and new rule filed June 11, 2008; effective October 28, 2008. Amendment filed July 17, 2009; effective December 29, 2009. Amendment filed February 24, 2010; effective July 29, 2010. Amendment filed February 6, 2013; effective July 29, 2013. Amendment filed June 18, 2013; effective November 28, 2013. Amendments filed September 6, 2013; effective February 28, 2014. Amendments filed October 7, 2013; to be effective March 31, 2014. However, the State Board of Education filed a withdrawal of the rule. Amendments filed November 27, 2013; effective April 30, 2014. Amendment filed May 8, 2014; effective October 29, 2014.

#### **0520-01-03-.07 LIBRARY INFORMATION CENTER, REQUIREMENT F.**

(1) School Library Information Center

- (a) All school libraries shall serve as resources for students, teachers, and community members to strengthen student learning. School library information specialists shall work collaboratively with classroom teachers and school administrators to integrate

(Rule 0520-01-03-.07, continued)

both curricular concepts and information skills that assist research and other learning activities. The collection and the services of the library shall adequately support the curricular priorities within the school.

- (b) School libraries shall provide an environment that allows efficient access to resources, including both print and electronic. Schools must be organized to allow the library program to operate a flexible schedule that allows students and teachers to access resources at the point of need.
- (c) School libraries shall provide parents and community members access to resources, so that the school library information center serves as a community resource.

(2) Library Information Center Personnel

- (a) Elementary/Middle Schools: Schools including grades K-8 or any combination thereof shall provide library information personnel as follows:

1. A school having a current average daily membership of five hundred fifty (550) or more students shall have a full-time library information specialist with endorsement as a library information specialist.
2. A school with a current average daily membership of four hundred (400) to five hundred forty-nine (549) students shall have a half-time library information specialist with endorsement as a library information specialist. During the time that the library is open during regular school hours and the library information specialist is not present, staff member(s) shall be designated to provide supervision to students in the library.
3. In a school with fewer than four hundred (400) students, a faculty member shall serve as a library information coordinator. If the library information coordinator is not present during the time that the library is open during regular school hours, staff member(s) shall be designated to provide supervision to students in the library.
4. It is optimal to have the library open outside the regularly scheduled school day and if library personnel specialist or coordinator is not present, appropriate supervision shall be provided to the students in the library.

- (b) High Schools: Schools including any high school grade shall provide library information personnel as follows:

1. A school with a current average daily membership of one thousand five hundred (1,500) or more students shall have two (2) full-time library information specialists, each with endorsement as a library information specialist.
2. A school with a current average daily membership of more than three hundred (300) but less than one thousand five hundred (1,500) students shall have a full-time library information specialist with endorsement as a library information specialist.
3. A school with a current average daily membership of fewer than three hundred (300) students shall have a half-time library information specialist. During the time that the library is open during regular school hours and the library information specialist is not present, staff member(s) shall be designated to provide supervision to students in the library.

(Rule 0520-01-03-.07, continued)

4. It is optimal to have the library open outside the regularly scheduled school day and if the library information specialist is not present, appropriate supervision shall be provided to the students in the library.

(3) Library Information Center Collection

The three (3) levels of collection standards for Tennessee school libraries are: Basic, Standard, and Exemplary. The criteria by which school library collections are evaluated are listed below:

(a) Item Count

Basic collection - Contains a minimum of twelve (12) items per student in Average Daily Membership (ADM);

Standard collection - Contains fifteen (15) items per student in ADM; and

Exemplary collection - Contains eighteen (18) items per students in ADM.

(b) Collection Compilation

1. Pamphlets, textbooks, class sets, periodicals, out-of-date items, and items in poor physical condition shall neither be counted nor reported in the total collection. No more than five (5) copies of the same print title may be counted to meet standards for a minimum number of items per student.
2. Digital resources should be accessible through a school library webpage or Online Public Access Catalog (OPAC) and may comprise fifty percent (50%) of the collection.
3. The library shall provide access to the virtual library administered by the Tennessee State Library and Archives and the library personnel should receive training. These resources may count for up to twenty percent (20%) of the overall collection or, in schools in which the librarian has received official training within the last five (5) years, they may count for up to thirty percent (30%) of the overall collection.
4. The collection shall include access to a current, complete encyclopedia in any format. In secondary schools, the collection shall also include an unabridged dictionary, one (1) foreign language dictionary in the native language of ESL students in attendance at the school, a local newspaper, and one (1) daily newspaper presenting news on both state and national levels. For digital materials, only full text should be counted in the total.
5. The collection should include a balance of fiction and nonfiction with an appropriate level of text complexity. The resources in the collection should be chosen to: complement and augment the most recently adopted curriculum standards, be a motivational springboard for student research, and encourage self-expression and curiosity by offering a variety of recreational reading material.

(c) Age

Collections meeting the compilation standards are evaluated based on age of the collection as measured in years from the current year:

Basic collection – sixteen (16) years and older;

(Rule 0520-01-03-.07, continued)

Standard collection – fifteen (15) years; and

Exemplary collection – fourteen (14) years or less.

(d) Technology - Access to Digital Materials

1. Workstations with Internet access in the library information center are sufficient to provide access for students. The number of workstations should be no less than the maximum average class size allowable by the state. A workstation may be a desktop, laptop, tablet or similar device, but devices available for checkout should not be counted in the total.
2. School libraries should be equipped with instructional technology, including, but not limited to, LCD projector, screen and/or interactive smart board, document camera, computer, etc., and provide user training for such devices.
3. Separate computers must be maintained for both the library management system/circulation and for the library personnel.

**Authority:** T.C.A. §§ 49-1-302 and 49-3-305. **Administrative History:** Original rule certified June 10, 1974. Amendment filed June 30, 1985; effective July 30, 1975. Amendment filed July 15, 1976; effective August 16, 1976. Amendment filed February 28, 1978; effective March 30, 1978. Amendment filed January 9, 1979; effective February 23, 1979. Amendment filed October 15, 1979; effective January 8, 1980. Amendment filed June 27, 1984; effective July 27, 1984. Amendment filed October 1, 1985; effective January 14, 1986. Amendment filed May 28, 1986; effective June 27, 1986. Amendment filed July 22, 1987; effective October 28, 1987. Repeal and new rule filed March 16, 1992; effective June 29, 1992. Amendment filed March 28, 2002; effective July 29, 2002. Repeal and new rule filed May 16, 2014; effective October 29, 2014.

**0520-01-03-.08 PUPIL PERSONNEL SERVICES, REQUIREMENT G.**

- (1) Each local board of education shall develop standards and policies for:
  - (a) Attendance Services
  - (b) Guidance Services
  - (c) School Psychological Services
  - (d) School Social Work Services
  - (e) School Health Services
- (2) The school health services program shall include but not be limited to the following:
  - (a) Each local school system shall have a written policy providing for a physical examination of every child entering school for the first time. A doctor of medicine, osteopathic physician, physician assistant, certified nurse practitioner, or a properly trained public health nurse shall perform this examination. No child shall be admitted to school without proof of immunization except those who are exempt by statute as provided in T.C.A. 49-6-5001.
  - (b) Each local school system shall have a written policy providing for a physical examination of every student participating in interscholastic athletics. A doctor of

# Library Bill of Rights

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

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

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

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

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

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

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

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

## **CITIZEN'S REQUEST FOR RECONSIDERATION OF A BOOK**

School \_\_\_\_\_ Date \_\_\_\_\_

Author \_\_\_\_\_

Title \_\_\_\_\_

Publisher \_\_\_\_\_

Request Initiated by (Name) \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_

Complainant Represents: (Check One)

\_\_\_\_\_ Himself

\_\_\_\_\_ Organization's Name \_\_\_\_\_

If an organization, in what capacity do you represent them? \_\_\_\_\_

1. To what in the book do you object: Please be specific; cite pages or paragraphs?
2. What do you feel might be the result of reading this book?
3. For what age group would you recommend this book?
4. Is there anything good about this book?
5. Did you read the entire book? If not, what parts of it did you read?
6. Are you aware of the judgment of this book by literary critics?
7. What do you believe is the theme of this book?

8. What would you like your school to do about this book?

\_\_\_\_\_ a. Do not assign it to my child.

\_\_\_\_\_ b. Withdraw it from all students.

\_\_\_\_\_ c. Have the book reevaluated.

9. In its place, what book of equal literary quality would you recommend that would convey as valuable picture and perspective of our civilization.

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Signature of Complainant

### **ACTION TAKEN ON RECONSIDERATION**

Comments of School Committee (Teachers, Librarian, Parents)

Comments of Principal

Comments of Library Supervisor

Action Taken

Date \_\_\_\_\_



**SHELBY COUNTY SCHOOLS**  
**Library Processing Specifications**  
**REVISED 06-14**

**SCHOOL: (School Name)**

SHIP TO: Shelby County Schools  
Library Services Division  
For: (School Name)  
1384A Farmville Rd.  
Memphis, TN 38122

**VENDOR:**

BILL TO: Shelby County Schools  
Library Services/Accounts Payable-rm. 250- c  
For: (School Name)  
160 S. HOLLYWOOD STREET  
Memphis, TN. 38112

**CATALOGING SPECIFICATIONS**

Non Fiction	-	Abridged Dewey over three main entry initials (all caps)
Individual Biography	-	92 over three biographee's initials (all caps)
Collective Biography	-	920 over three main entry initials (all caps)
Story Collection	-	SC over three main entry initials (all caps)
Fiction	-	FIC over three main entry initials (all caps)
Easy	-	E over three main entry initials (all caps)
Reference	-	R over Dewey over three main entry initials (all caps)
Professional	-	P over Dewey over three main entry initials (all caps)
Video Tape	-	VTR over Dewey over three main entry initials (all caps)
Audio Tape	-	TR over Dewey over three main entry initials (all caps)
Audio CD	-	CD over Dewey over three main entry initials (all caps)
CD-ROM	-	CD-ROM over Dewey over three main entry initials (all caps)
DVD	-	DVD over Dewey over three main entry initials (all caps)
MP3	-	MP3 over Dewey over three main entry initials (all caps)
EBook	-	EBOOK over Dewey over the main entry initials (all caps)
AUD	-	Audio Book

**SPECIAL INSTRUCTION FOR eBOOKS**

- Catalog records may be added for online electronic books. These records are imported into the collections of the individual schools to which they belong, not to a "district" eBook collection.
- All eBook records should include local holdings information for each copy, as described in the "Specific MARC Field Requirements" above, including the "EBOOK" call number prefix. Each copy should also include a barcode number that adheres to the "Barcode Requirements" listed above.
- eBook catalog records should adhere to the other catalog standards described in this document.

**SUBJECT HEADINGS**

Sears subject headings are preferred with tracings on the shelflist card  
Library of Congress children's subject headings are acceptable and preferred if Sears headings are not available.

**BOOK PROCESSING**

Pocket & borrowers' card - Pocket imprinted with school name, attached to front flyleaf  
Mylar jacket - Attached  
Spine label - Attached with bottom of label 1 inch from bottom of spine

**LEXILE RATING**

  X Print "LX" on spine label -Lexile Number (2 lines) LX above #

**SHELBY COUNTY SCHOOLS**  
**Library Processing Specifications**  
**REVISED 06-14**

**ACCELERATED READER**

\_\_\_ Print "AR" on spine label or otherwise mark spine of all Accelerated Reader books with "AR."  
\_\_\_ Attach AR information label on the upper right corner of the front flyleaf of all Accelerated Reader books giving the following: Author, Title, ATOS level, AR Points, AR test number.

**READING COUNTS**

\_\_\_ Print "RC" on spine label or otherwise mark spine of all Reading Counts books with "RC."  
\_\_\_ Attach RC information label on the upper right corner of the front flyleaf of all Reading Counts books giving the following: Author, Title, RL level, PT Points, LX Level

**AUTOMATION SPECIFICATIONS**

Library Automation Company – **Book Systems, Inc.** Automation System – **Atrium**  
High Density Windows disk or Windows formatted CD ROM only  
MARC record format - **US MARC 852**

**Barcode symbology – Code 39 – Mod 10 format resulting in a 14 digit code**  
**(Last digit reflects a check digit (0-9) generated by vendor)**

Bar code label with protector, giving barcode number, author, title and school name, attached horizontally to lower left of front of book. If bar code label obscures any essential text on the outside cover of the book, adjust to avoid text.

Include Accelerated Reader information in MARC record (526 field)

**ATTENTION VENDORS: NEW BARCODE RANGES HAVE BEEN ASSIGNED**  
**EFFECTIVE 8-1-06**

**PLEASE DISCARD PREVIOUS RANGES ON FILE!!!**

**BAR CODE NUMBERS & LABELS**

Bar Code Range: Starting Number 3280000020000 Ending Number 3280000021000

**EXAMPLE**

<b><u>Material Type</u></b>	<b><u>Location Code (4 digit)</u></b>	<b><u>Barcode (8 digit)</u></b>	<b><u>Check Digit (0-9) (1 digit)</u></b>	<b><u>Resulting Barcode</u></b>
<b>3 (Lib. Mat.)</b>	<b>0999</b>	<b>01000000</b>	<b>1</b>	<b>3099901000001</b>

**School name as it should appear on labels:**

**CONTACT:**

Library Services  
Shelby County Schools  
1384A Farmville Rd.-Warehouse  
Memphis, TN 38122

Phone 901 416-5382  
Fax 901 416-7606

**SHELBY COUNTY SCHOOLS**  
**Library Processing Specifications**  
**Automated Library Circulation –ALEXANDRIA**

SCHOOL \_\_\_\_\_ VENDOR \_\_\_\_\_

MARC records shall be provided for each book as per the instructions on this form.

Delivery format:

\_\_\_\_\_ CD  
\_\_\_\_\_ email - email address \_\_\_\_\_  
\_\_\_\_\_ Download/Electronic Delivery

All books shall be processed with:

- a. Spine Label & protective cover
- b. Barcode label & protective cover
- c. Plastic/Mylar book cover if available

XX \_\_\_\_\_ Macintosh Computer

XX \_\_\_\_\_ Alexandria version \_\_\_\_\_

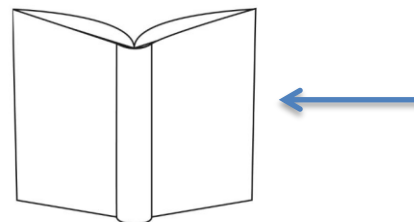
XX \_\_\_\_\_ US MARC (852) holding

XX \_\_\_\_\_ Starting bar code number \_\_\_\_\_

XX \_\_\_\_\_ Barcode symbology – Interleave 3 of 9

XX \_\_\_\_\_ Personalized barcodes (30 characters) \_\_\_\_\_

XX \_\_\_\_\_ Barcode label position: **Mark X on the book icon**  
**Front Left – Choose top or Bottom**  
**Position – Choose Horizontal or Vertical**



XX \_\_\_\_\_ Subject Headings – Sears

## **Books**

- XX\_\_\_\_\_Fiction – F with first three (3) letters of author’s surname
- XX\_\_\_\_\_Nonfiction – Class number with first three (3) letters of author’s surname
- XX\_\_\_\_\_Individual Biography – B92 with first three (3) letters of biographee’s surname
- XX\_\_\_\_\_Collective Biography – C92 with first three (3) letters of author’s surname
- XX\_\_\_\_\_Easy – E with first three (3) letters of author’s surname
- XX\_\_\_\_\_Story Collection – SC with first three letters of author’s Surname
- XX\_\_\_\_\_Reference – REF above assigned class number with first three (3) letters  
of author’s surname
- XX\_\_\_\_\_Professional – PRO above class number of professional  
Books

## **AV Media**

- XX\_\_\_\_\_Cassettes – CASS above assigned class number with first  
three (3) letters of title
- XX\_\_\_\_\_Videocassettes – VID above assigned class number with  
first three (3) letters of title
- XX\_\_\_\_\_Compact Discs – CD above assigned class number with the  
first three (3) letters of title
- XX\_\_\_\_\_DVDs – DVD above the assigned class number with the first  
three (3) letters of title
- XX\_\_\_\_\_Playaways or other MP3 audio books – AUD above the assigned class  
number with the first three (3) letters of the title

If you have questions concerning these specifications, please call Laurie Butler (901) 416-5382

Special Instructions or Requests:

**ATTENTION!**

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Please include the Lexile Level of each book in the MARC records on the appropriate tag

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