

OFFICE OF CHIEF ACADEMIC OFFICER
Summary of State Board of Education Agenda Items
Consent Agenda
June 21, 2018

OFFICE OF ELEMENTARY EDUCATION AND READING

- G. Approval to revise the Mississippi Public School Library Monitoring Rubric
(Has cleared the Administrative Procedures Act process with public comments)

The Mississippi Library Monitoring Rubric provides library media specialists with a clear picture of minimum requirements for library programs in schools across the state, including minimum requirements for collection development and library facilities.

This rubric was revised based on input from a committee of public and non-public school librarians, school administrators, and IHL library science personnel.

This rubric will be used as a part of monitoring visits conducted by the Office of Accreditation beginning in the 2018-19 school year.

Recommendation: Approval

Back-up material attached

APA Comments on Public School Library Monitoring Rubric

The Office of Elementary Education and Reading received the following APA comments about the Public School Library Monitoring Rubric.

Public Comment	Changes
<p>I think 2.1 needs clarification. The rubric includes the statement, "The librarian shall not serve as a substitute teacher." Is that <u>all</u> that a librarian cannot do, or are there any other things that librarians should not do as well? You make mention of Flexible Scheduling/Open Access and that we should publish our schedule online. If we are assigned other school duties, can we note that on the schedule? I guess I'm trying to understand what things <u>are</u> and <u>are not</u> allowed as Other Assigned Duties. We need clarification.</p>	<p>No change is needed. The idea of Flexible Scheduling/Open Access will be discussed during training with administrators. Half-time and full-time will be discussed as well.</p>
<p>I was very happy to get an updated one. I do think that the number should be changed from 499 students to like 300 for a part time position. In an elementary school there is a lot to do with 499 students.</p>	<p>No change is needed. This is an accreditation standard that will not be changed with the monitoring rubric but these concerns will be discussed if or when Standard 2.3.1 is revised.</p>
<p>I would like to propose that there be included a regulation that the librarian not be used as a substitute teacher.</p>	<p>No change is needed. Standard 2.3 states that a school librarian cannot be used as a substitute teacher.</p>
<p>Do schools with second and third graders only have to have self checkout stations?</p>	<p>The MDE has removed the Progressive requirement.</p>
<p>Section 1.1: The sixth bullet says that libraries must catalog/shelve/ etc according to DDCS which I am sure most of us do. However, do we have license to say we use this? We may not want to use that phrasing since others have been sued. www.nytimes.com/2003/09/23/nyregion/where-did-dewey-file-those-law-books.html (There is library specific info at the bottom). Also, fiction is classified in the 800s in Dewey, and most of us do not currently do that. Will we have to classify all of our literature in the 800s? And, if so, will auditors be advised we will need time to do so?</p>	<p>No change is needed. As librarians, we are not breaking copyright using the term Dewey Decimal in reference to how books are cataloged. A cataloging document is available for librarians to use in order to correctly catalog and shelve resources in the library.</p>

APA Comments on Public School Library Monitoring Rubric

Finally, as a teacher/librarian, I have to differentiate my instruction, just as a classroom teacher does. There are books in my library that are shelved to support selection by kindergarten and first grade students independently while I am teaching other classes. I can show how I gradually get students to move up to selecting properly shelved fiction and non-fiction by 2nd grade in my lesson plans. I want to make sure that my rationale is sufficient to show why my books are a little different in some areas. I feel like the best way to phrase what they are trying to say there, is something like, "The library is organized using a recognized system with some modifications to support instruction or independent selection by young readers." "Books are not all organized according to any third party commercially leveled reading program" That type of phrasing would keep us out of trouble with OCLC, not confuse everyone about fiction and easy not being part of Dewey, and allow for scaffolded instruction in material selection for the little ones.

I think it is great that some libraries can provide self-check in/out areas, but I don't feel like a library should be penalized (from being progressive) if they choose not to do so. This could be based on a number of factors, one being keeping student records confidential. Different programs share different amounts of student info, and most do not clear the record between checkouts.

Section 1.2: The minimum standard for new books in the range of 2/3% will vary so much based on the age and collection size of a school. For my library this equals 300-400 new books per year. I only have around 950 students. Based on the average cost of books divided by the number of students that attend my school. It is around \$6-\$8 per student JUST for books. Is that a reasonable estimate? (I'm really not sure. I'm curious) I'm wondering if it would be better stated as an amount per student.

Section 1.5: Professional collection. I appreciate that these standards have come down a bit. But, I would like MDE to give more guidance on how we can justify spending budget

The MDE has removed the Progressive requirement.

The MDE has removed the Minimum requirement.

The MDE has revised the wording to librarians to clarify

APA Comments on Public School Library Monitoring Rubric

<p>funds on items that are not used at all. Despite newsletters, emails about new resources, and suggestions at PLC meetings, I think ONE new professional book was checked out last year and this year, none.</p> <p>3. Library Facilities: I'm sure the last standard in the minimum column was based on seeing things done incorrectly, but I don't feel like we need to be specific with how full the shelves are. I know a lot of my cubby shelves are about 3/4 full. Would I be penalized for that? I also have a lot of shelves in my middle school non-fiction that are completely full (they will still fit a bookend) so if I have to change that, I'm not sure where I should put these books. I have been weeding a lot, but I would hate to get rid of books just because it will make the shelves too full. Also, is this an average? Because at the end of the year my shelves are totally full. It is better once students begin checking out again in the fall.</p>	<p>that print and/or digital resources make up the professional collection.</p> <p>The MDE has revised the wording to ensure that library shelving accommodates for growth or increase in collection.</p>
<p>2.1 - Certified Staff Why are there "Part-Time" librarians? Maybe change the enrollment requirements? We think every school should have a full time librarian.</p> <p>2.4 There should be maybe a state budget standard- ensuring that we have a definite source each year.</p>	<p>No change is needed. This is an accreditation standard that will not be changed with the monitoring rubric but these concerns will be discussed if or when Standard 2.3.1 is revised. The budget standard was removed during the last revision of the Public School Accreditation Standards.</p>
<p>Standard 1.1 Automated Management System: "Self-check-in/check-out area" should not be mandatory for a Progressive library. Many students would cause issues or mistakes if allowed to self-check. Many librarians might see self-check as a barrier to responsible library management, depending upon the maturity level of the students (regardless of age).</p> <p>Standard 1.2 General Collection: The second sentence of the standard reads, "the collection shall be consistently</p>	<p>The MDE has removed the Progressive requirement.</p> <p>No change is needed. Lexile ranges as well as the overall</p>

APA Comments on Public School Library Monitoring Rubric

weeded...” The term consistently could be a synonym for equally, which is not really the intent of the standard. A more appropriate word choice might be continually. The third sentence of the standard reads, “Collection can also include e-books that can be circulated or tracked through the library’s automated system.” We fully support digital texts being tracked as a part of the general collection, and welcome this change to the rubric. For minimum requirements, what measure is used to determine “age and content appropriate”? Will monitors consider Lexile ranges from TitleWise analysis reports or some other measure? The first two Progressive indicators (15-20 books per student and average copyright of nonfiction - less than 10 years old) are almost impossible to meet, unless digital formats are included in all indicators. For print only, a more reasonable expectation is 10 books per students (which is the minimum requirement). Furthermore, five the high quantity of print nonfiction in our libraries, the average could be high while quality remains high. If digital formats are allowed on all standards, please include that notation on each standard for clarity.

Standard 1.3 Reference Materials: The second sentence of the standard reads, “Print and/or non-print periodicals such as newspapers and magazines shall be included in this (the reference materials) collection.” Is MAGNOLIA (which is specific in Standard 1.4) considered part of the magazine collection for Standard 1.3 as well? Give the low level of use, some schools are opting to not renew printed magazines, especially in schools with 1:1 technology initiatives.

Standard 1.4 Non-Print Resources: For Minimum requirements, what measure is used to determine “credible and age-appropriate websites”? If a school uses a program such as Destiny Library Manager, will that be accepted for the “list of credible and age-appropriate websites” requirement?

need of the school community should be taken into consideration when purchasing materials. This is an element that should be part of the collection development plan for each school library. The Monitoring Rubric states “A goal of 15-20 books” which does consist of print and digital titles. The average 10 years for nonfiction is an American Association of School Librarians standard that all school librarians must follow to have an up-to-date, high-quality nonfiction section. Nonfiction can include print and circulated ebooks but databases are not factored into the age of the collection.

No change is needed. School librarians should survey their teachers and/or students to determine the need of print and/or non-print periodicals. Yes, MAGNOLIA would be included in this if training has occurred to showcase the Newspaper Source database as well as the professional journals.

No change is needed. The *Mississippi Public and Nonpublic School Library Guide* details what constitutes “credible and age-appropriate websites”.

APA Comments on Public School Library Monitoring Rubric

<p>We believe community "groups" should not be included. Our librarians publicize their activities to the students and parents but providing information to community groups is overwhelming. Our schools struggle with providing information to the local groups and getting their involvement. Community involvement should be focused at the school level not libraries. We will never get group involvement if we bombard the groups with every aspect of the school's activities. We will improve on providing library information on our website and continue to provide publicity to our school's stakeholders but outside that we believe more publicity will be hindering the communication our schools are trying to provide.</p>	<p>The MDE has revised the wording to include "and/or" to read "partners with school and/or community groups".</p>
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From: Braseye Graves <bgraves@wcsd.k12.ms.us>

Sent: Monday, May 7, 2018 2:17 PM

To: Elizabeth Simmons

Subject: Proposed Library Rubric

I think 2.1 needs clarification.

The rubric includes the statement, "The librarian shall not serve as a substitute teacher." Is that all that a librarian cannot do, or are there any other things that librarians should not do as well?

You make mention of Flexible Scheduling/Open Access and that we should publish our schedule online. If we are assigned other school duties, can we note that on the schedule?

I guess I'm trying to understand what things are and are not allowed as Other Assigned Duties. We need clarification.

When will the official new rubric be released?

Thank you for your time,

B. Graves

Tylertown High School

Walthall County School District

###

From: Joy Hassell <joy.hassell@dcsms.org>

APA Comments on Public School Library Monitoring Rubric

Sent: Tuesday, May 8, 2018 9:35 AM

To: Elizabeth Simmons

Subject: RE:

My principal forwarded me one but I didn't receive one sent from you and I did think I was on your email tree or listserv. I was very happy to get an updated one. I do think that the number should be changed from 499 students to like 300 for a part time position. In an elementary school there is a lot to do with 499 students

Thanks so much,

Joy

###

From: Rotkiewicz, Jennifer <jrotkiewicz@wvsd.k12.ms.us>

Sent: Tuesday, May 8, 2018 10:15 AM

To: Elizabeth Simmons

Subject: RE: Library Monitoring Rubric 2018

Hi, Mrs. Simmons,

I would like to propose that there be included a regulation that the librarian not be used as a substitute teacher.

Thank you for your time.

Best,

Jennifer Rotkiewicz

Librarian

Water Valley High School

###

From: Debbie Stafford <debbie.stafford@dcsms.org>

Sent: Tuesday, May 8, 2018 10:17 AM

To: Elizabeth Simmons

One librarian's question already...do schools with second and third graders only have to have self checkout stations?

Thanks!!

Debbie Stafford

Library Media

APA Comments on Public School Library Monitoring Rubric

Desoto County Schools

662-449-7247

###

From: Dunkin, Jennifer <JDunkin@harrison.k12.ms.us>

Sent: Friday, May 11, 2018 2:00 PM

To: Elizabeth Simmons

Subject: Public School Library Monitoring Rubric Comments

I. Library collection

Section 1.1

The sixth bullet says that libraries must catalog/shelve/ etc according to DDCS which I am sure most of us do. However, do we have license to say we use this? We may not want to use that phrasing since others have been sued. <https://www.nytimes.com/2003/09/23/nyregion/where-did-dewey-file-those-law-books.html> (There is library specific info at the bottom).

Also, fiction is classified in the 800s in Dewey, and most of us do not currently do that. Will we have to classify all of our literature in the 800s? And, if so, will auditors be advised we will need time to do so?

Finally, as a teacher/librarian, I have to differentiate my instruction, just as a classroom teacher does. There are books in my library that are shelved to support selection by kindergarten and first grade students independently while I am teaching other classes. I can show how I gradually get students to move up to selecting properly shelved fiction and non-fiction by 2nd grade in my lesson plans. I want to make sure that my rationale is sufficient to show why my books are a little different in some areas.

I feel like the best way to phase what they are trying to say there, is something like, "The library is organized using a recognized system with some modifications to support instruction or independent selection by young readers." "Books are not all organized according to any third party commercially leveled reading program" That type of phrasing would keep us out of trouble with OCLC, not confuse everyone about fiction and easy not being part of Dewey, and allow for scaffolded instruction in material selection for the little ones.

Under progressive standards-

I think it is great that some libraries can provide self-check in/out areas, but I don't feel like a library should be penalized (from being progressive) if they choose not to do so. This could be based on a number of factors, one being keeping student records confidential. Different programs share different amounts of student info, and most do not clear the record between check outs.

Section 1.2

APA Comments on Public School Library Monitoring Rubric

The minimum standard for new books in the range of 2/3% will vary so much based on the age and collection size of a school. For my library this equals 300-400 new books per year. I only have around 950 students. Based on the average cost of books divided by the number of students that attend my school. It is around \$6-\$8 per student JUST for books. Is that a reasonable estimate? (I'm really not sure. I'm curious) I'm wondering if it would be better stated as an amount per student.

Section 1.5

Professional collection. I appreciate that these standards have come down a bit. But, I would like MDE to give more guidance on how we can justify spending budget funds on items that are not used at all. Despite newsletters, emails about new resources, and suggestions at PLC meetings, I think ONE new professional book was checked out last year and this year, none.

3. Library Facilities

I'm sure the last standard in the minimum column was based on seeing things done incorrectly, but I don't feel like we need to be specific with how full the shelves are. I know a lot of my cubby shelves are about 3/4 full. Would I be penalized for that? I also have a lot of shelves in my middle school non-fiction that are completely full (they will still fit a bookend) so if I have to change that, I'm not sure where I should put these books. I have been weeding a lot, but I would hate to get rid of books just because it will make the shelves too full. Also, is this an average? Because at the end of the year my shelves are totally full. It is better once students begin checking out again in the fall.

Overall on the standards, some seem so broad while others seem WAY too specific and need to be librarian discretion. Perhaps the problem is that the requirements to become a school librarian are too lax and there are people coming in who do not know what they are doing. They passed the test so they are now licensed by the state to be librarians. Admins need to be aware that experience is required.

Thank you! And, please don't take these comments the wrong way! I so appreciate that we finally have SOMETHING! I just feel like sometimes public librarians and high school librarians do not understand the needs of elementary schools where the LMS should be spending a good portion of her time teaching like I do. I have to make accommodations for my young students who still need guidance on selection when they come in independently!

Jennifer Dunkin, M.S., NBCT
Library Media Specialist

North Woolmarket Elementary Middle School
16237 Old Woolmarket Rd.

APA Comments on Public School Library Monitoring Rubric

Biloxi, MS 39532
228.396.3674
228.396.3444 fax
JDunkin@harrison.k12.ms.us
###

From: Bryant, Susan <sbryant@rcsd.ms>
Sent: Thursday, May 24, 2018 1:52 PM
To: Elizabeth Simmons
Subject: Monitoring Rubric

Mrs. Simmons-

Regarding the monitoring rubric, a few of us were discussing it and there are a couple of concerns:

2.1 - Certified Staff

Why are there "Part-Time" librarians? Maybe change the enrollment requirements? We think every school should have a full time librarian.

2.4 There should be maybe a state budget standard- ensuring that we have a definite source each year.

Thanks!
Susan Bryant

--

Susan Bryant, Media Specialist
McLaurin High School
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From: Tammy Johnson <tjohnson@alcornschools.org>
Sent: Wednesday, May 30, 2018 8:28 AM
To: Elizabeth Simmons
Subject: Library Standards

Good Morning,

I have met with our Librarians and we only have one suggestion:

Standard 2.6-We believe community "groups" should not be included. Our librarians publicize their activities to the students and parents but providing information to community groups is overwhelming. Our schools struggle with providing information to the local groups and getting

APA Comments on Public School Library Monitoring Rubric

their involvement. Community involvement should be focused at the school level not libraries. We will never get group involvement if we bombard the groups with every aspect of the school's activities. We will improve on providing library information on our website and continue to provide publicity to our school's stakeholders but outside that we believe more publicity will be hindering the communication our schools are trying to provide.

Tammy Johnson
Alcorn School District
Elementary Curriculum/
Testing Director
662-286-3202

From: Lundy Brantley [<mailto:lbrantley@neshobacentral.com>]
Sent: Monday, May 07, 2018 3:58 PM
To: Accountability <Accountability@mdek12.org>
Subject: APA Library

Library Monitoring:

- Extremely cumbersome
- Why do we still require the Dewey Decimal System? Why wouldn't we shelve books based the needs of the district?
- 1.5: Professional Collection- Why? This is a waste of dollars to do this because we have publications that we use already and we use PD dollars to continue developing our staff. They don't use these publications anyway. They read online on their own.
- We need to work to remove the librarian requirement so we can better use our staff dollars. We can run our libraries with assistants. We need to focus more with online publications.

Dr. Lundy Brantley
Superintendent
Neshoba County Schools
#OneNeshoba



Post Office Box 1359 • Brandon, MS 39043 • p 601.825.5590 • f 601.825.2618 • www.rcsd.ms

May 23, 2018

Elizabeth Simmons, Library Media Specialist
Office of Elementary Education and Reading
Mississippi Department of Education
359 N. West Street; Post Office Box 771
Jackson, Mississippi 39205-0771

Dear Mrs. Simmons,

We are writing regarding the proposed revisions to the *Mississippi Public School Library Monitoring Rubric*. We request that the following points be considered for clarification and revision:

Standard 1.1 Automated Management System

"Self-check-in/check-out area" should not be mandatory for a *Progressive* library. Many students would cause issues or mistakes if allowed to self-check. Many librarians might see self-check as a barrier to responsible library management, depending upon the maturity level of the students (regardless of age).

Standard 1.2 General Collection

The second sentence of the *standard* reads, "The collection shall be *consistently* weeded...." The term *consistently* could be a synonym for *equally*, which is not really the intent of the standard. A more appropriate word choice might be *continually*.

The third sentence of the *standard* reads, "Collection can also include e-books that can be circulated or tracked through the library's automated system." We fully support digital texts (e.g., e-books, databases) being tracked as a part of the general collection, and welcome this change to the rubric.

For *Minimum* requirements, what measure is used to determine "age and content appropriate"? Will monitors consider Lexile ranges from TitleWise analysis reports or some other measure?

The first two *Progressive* indicators ("15-20 books per student" and "average copyright of nonfiction... less than 10 years old") are almost impossible to meet, unless digital formats are included in all indicators. For print only, a more reasonable expectation is 10 books per student (which is the minimum requirement). Furthermore, given the high quantity of print nonfiction in our libraries, the average copyright could be higher while quality remains high. If digital formats are allowed on all standards, please include that notation on each standard for clarity.



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Standard 1.3 Reference Materials

The second sentence of the *standard* reads, "Print and/or non-print periodicals such as newspapers and magazines shall be included in this [the reference materials] collection." Is MAGNOLIA (which is specified in Standard 1.4) considered part of the magazine collection for Standard 1.3 as well? Given the low level of use, some schools are opting to not renew printed magazines, especially in schools with 1:1 technology initiatives.

Standard 1.4 Non-Print Resources

For *Minimum* requirements, what measure is used to determine "credible and age-appropriate websites"? If a school uses a program such as Destiny Library Manager, will that be accepted for the "list of credible and age-appropriate websites" requirement?

Thank you for seeking our input on the proposed revisions. Any clarity that you can provide us would be greatly appreciated.

Sincerely,

Sue Townsend, Ph.D.
Superintendent of Education
Rankin County School District

Pamela Reed-Simon, Ph.D.
Director, Pre-K, Title II, & Title III Programs
Rankin County School District

Mississippi Public School Library Monitoring Rubric (2018)

This Rubric is a monitoring document for the following
ACCOUNTABILITY STANDARDS 2.3, 2.3.1, 2.3.2, 3, 18, 18.1, and 18.2.

Instructions: Place a check in the box beside each indicator that you find present in the Library/Media Center. Refer to the current *Mississippi Public and Nonpublic School Library Guide* for more complete information about the expectations for meeting the standards.

ADMINISTRATION AND PERSONNEL

- 2.3 The school district employs in each school a licensed librarian or media specialist who devotes no more than one-fourth ($\frac{1}{4}$) of the workday to library/media administrative activities. {Miss. Code Ann. § 37-17-6(3)(a-e)}
- 2.3.1 If the student enrollment is 499 or less, a half-time licensed librarian or media specialist is required.
- 2.3.2 If the student enrollment is 500 or more, a full-time licensed librarian or media specialist is required.
3. The school district implements an annual, formal personnel appraisal system for licensed staff that includes assessment of employee on-the-job performance. {Miss. Code Ann. § 37-3-46(b)}

INSTRUCTIONAL PRACTICES

18. Each school has a library media center. Refer to the current edition of the *Mississippi Public and Nonpublic School Library Guide*. {Miss. Code Ann. § 37-17-6(3)(a-e)}
- 18.1 Each school has a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology.
- 18.2 The library staff offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students.



1. Library Collection

1.1 Automated Management System: All library collections shall be cataloged in a web-based automated system, including fiction, nonfiction, easy, reference, professional collection, and non-print items, including CDs/DVDs and ebooks. The school library shall barcode and place correct spine labels on the physical item and add all record information in the automated system.

MINIMUM

- Circulation/Cataloging Capacity
- Librarian Management computer
- Barcode scanner
- Online access to materials available in the school library
- All equipment and materials cataloged
- Cataloging, processing, and shelving of resources according to the Dewey Decimal Classification System
- Teacher and student OPAC (Online Public Access Catalog) training
- Inventory capabilities

REQUIRED EVIDENCE

- Collection Statistics - Summary (current circulation, age, and value)
- Training documents
- OPAC Lessons

FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE Section 4.7 - Cataloging and Processing

1.2 General Collection: Collection shall include nonfiction, fiction, and easy titles. The collection shall be consistently weeded and assessments shall be used to guide selection of materials. Collection can also include ebooks that can be circulated or tracked through the library's automated system.

MINIMUM

- A goal of 10 books per student that are in good condition, supports the school's instructional program, and provide titles for pleasure reading
- A **well-balanced, diverse** collection that is **both age** and **content** appropriate
- ~~New books (print and/or digital) equal to 2-3% of the collection added each year~~

PROGRESSIVE (Minimum +)

- A goal of 15 - 20 books per student that are in good condition and that support the school's instructional program
- Average** copyright of nonfiction collection (excluding biography) is less than 10 years old (print and digital formats)
- A collection that caters to student populations (i.e., Pre-Kindergarten, English Learners, Migrant Students, Gifted Students, or Special Education Students)

REQUIRED EVIDENCE

- Historical Collection Report (circulation statistics for a particular time frame)
- Weeding Report
- Requisitions
- Collection Development Plan

FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE Section 4.2 - Selection Tools; Section 4.4 - Collection Guidelines; Section 4.5 - Weeding of Collection Resources

1.3 Reference Materials: Collection shall include print and/or digital Encyclopedias, Dictionaries, Almanacs, Thesauruses, and Atlases. Print and/or non-print periodicals such as newspapers and magazines shall be included in this collection.

MINIMUM

- A core reference collection that is in good condition that supports the school's **current** instructional program
- A **well-balanced** collection that is both **age** and **content** appropriate

REQUIRED EVIDENCE

- Weeding Report
- Requisitions
- Reference Lessons
- Collection Development Plan

FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE Section 3.6 - Planning for Instruction; Section 4.4 - Collection Guidelines; Section 4.5 - Weeding of Collection Resources

1.4 Non-Print Resources: Collection shall include internet resources, MAGNOLIA, audio/visual, technology, and/or digital and ebook subscriptions.

MINIMUM

- School library website available on school home page for classroom and school site access which includes librarian's name, schedule, and email
- Maintain a list of **credible** and **age-appropriate** websites that support the **current** curriculum
- MAGNOLIA Database available for students and teachers with links on library computers/website and advertised in the library
- Emerging formats available to support the **current** curriculum
- Training on non-print resources

PROGRESSIVE (Minimum +)

- Additional databases available, i.e. World Book Online, JSTOR, SIRS, etc.
- School library website available on school home page for classroom, school site and remote site access

REQUIRED EVIDENCE

- List of credible and age-appropriate websites
- Lesson plans or training using non-print resources
- CDs/ DVDs curriculum connection

FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE Section 3.12 - MAGNOLIA Database; Section 4.4 - Collection Guidelines; Section 5.6 - Cataloging Digital Resources

1.5 Professional Collection: Resources shall support Mississippi Department of Education Professional Development Accountability Standard 15 {Miss. Code Ann. § 37-17-8} (7 Miss. Admin. Code Pt. 3, Ch. 44, R. 44.1) as well as the professional growth of teachers, administrators, and school librarians

MINIMUM

- A goal of 20 print and/or digital current professional titles
- Access to print and/or electronic professional periodicals
- Current credible websites for professional development purposes available through the school library website

REQUIRED EVIDENCE

- Promotion of Professional Development resources

FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE Section 2.5 - Professional Development; Section 4.4 - Collection Guidelines; Section 4.5 - Weeding of Collection Resources

2. Library Management

2.1 Certified Staff: A certified school librarian shall be assigned to the school library Miss. Code Ann. § 37-17-6(3)(a-e). The librarian shall offer an organized program of service to students and staff. The librarian shall function 100% in the library position, either ½ or full time, depending on the school population. The librarian shall not serve as a substitute teacher.

MINIMUM

- A certified school librarian is assigned to the school library (half-time if school enrollment is 0-499; full-time if school enrollment is 500 or more)
- Flexible scheduling/Open access is incorporated into the school library schedule especially during a non-traditional school day (i.e. testing, school programs, and professional development meetings)
- Time is allotted at the beginning and end of the school year for necessary library maintenance tasks including inventory
- Ample time (at least 25% half-or full-time) is allotted throughout the school week to complete management and administrative library tasks (planning, weeding, shelving, ordering, etc.) and is shown on the librarian's schedule

REQUIRED EVIDENCE

- Detailed Library Schedule
- Board-approved Job Description
- Other Assigned Duties
- Yearly Inventory Report

FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE Section 3.7 - Promotion Flexible, Open Access; Section 6.1 - Personnel

2.2 Needs Assessments: The school library program shall participate in periodic reviews and ongoing informal and formal assessments used to develop short and long range strategic plans for improvement.

MINIMUM

- Program assessment is based on informal and formal assessment which includes input from administrators, faculty and students (MDE Librarian Growth Rubric)
- The school librarian sets annual goals which are reported to the administration no later than September of the current school year
- Needs assessments, inventories, professional tools, curriculum objectives, and input from the Library Advocacy Committee are used by the school librarian to establish annual goals

REQUIRED EVIDENCE

- Library short-and long-term goals for improvement for the last three years
- Teacher and students surveys (responses)
- Teacher Requests
- Evaluation using the MDE Librarian Growth Rubric
- Student Learning Outcome

FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE Section 6.5 - Librarian Evaluation; Section 6.8 - Short-and Long-Term Goals

2.3 School Library Policies and Procedures: A library handbook of library policies and procedures shall be developed, adopted, and used in each library. The handbook shall include procedures concerning circulation, maintenance, inventory of materials, and weeding of the collection.

MINIMUM

There is a **district-approved** policy used for selection of materials, challenges to materials, copyrights, donated materials, and Internet use are standards in the school library's collection development policy

REQUIRED EVIDENCE

- School Library Policy Manual (Handbook)
- District Approved Policies (Selection, Gift, Weeding, and Challenged Materials)
- Circulation Policy

FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE Section 4.1 - Understanding Collection Development; Section 4.5 - Weeding of Collection Resources; Section 4.6 - Challenged Materials; Section 4.7 - Cataloging and Processing; Section 6.9 - Policies and Procedures Handbook

2.4 Funding: School districts shall provide sufficient funding for the purchase and maintenance of current resources for the school library.

MINIMUM

- The school library meets the minimum basic collection requirements as stated in the guidelines for Section 1: Library Collection
- The school district is required to provide **consistent, sustained** library funding to maintain and upgrade library collections, equipment, and facilities
- The school librarian must administer the approved school library budget and monitor acquisitions in order to meet all of the instructional and informational needs of the school's learning community
- The school librarian must submit an annual budget plan which can include requests to the school principal/administrator no later than February of the current school year
- The school librarian should prepare annual reports documenting how each source of funding for the library program was spent

REQUIRED EVIDENCE

- Budget expenditures for the past three years
- Current budget plan and operating budget
- Budget plan for the past three years
- Additional Funding

FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE Section 6.2 - Budget and Funding

PROGRESSIVE (Minimum +)

- The school library meets the Progressive (Minimum +) collection suggestions as stated in the guidelines for school library collection development section of this document
- The district or school provides some additional funding to purchase library resources to support federally or state mandated initiatives, information access, and student achievement
- Fundraising and/or grant writing is used to increase resources and programs to support federally or state-mandated initiatives, information access, and student achievement

2.5 Library Advocacy Committee: The school library program shall establish an advocacy committee for the school library program within the school and beyond.

MINIMUM

- The advocacy committee includes:
 - Library staff
 - Principal/administrator
 - Teachers
 - Parents
 - Students (when age appropriate)

- The advocacy committee meets as needed for program planning and discussion of procedural issues

REQUIRED EVIDENCE

- Library Advocacy Committee members, meeting schedule, and meeting agendas
- Library Advocacy Committee goals and objectives

FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE Section 3.8 - Encouraging Advocacy

2.6 Public Relations: The school librarian shall use a public relations plan to promote advocacy for the school library program.

MINIMUM

- The school librarian uses a variety of communications and methods to publicize the school library and its resources and services

PROGRESSIVE (Minimum +)

- The school librarian partners with school and/or community groups to sponsor events that promote the school library program

REQUIRED EVIDENCE

- School Library Public Relations Plan
- Public Relations examples

FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE Section 3.8 - Encouraging Advocacy; Section 3.9 Library Promotional Events

3. Library Facilities

Library Arrangement: The school library shall be arranged to: (1) accommodate flexible access by classes and individual students; (2) perform basic functions of a curriculum integrated school library program; (3) provide a climate conducive to learning and student achievement; and (4) provide equitable access to information and resources within the school, community, and global networks.

MINIMUM

- The school library is neat and well-organized
- The atmosphere is one of welcome and productivity
- Shelving and furniture are age appropriate
- The arrangement of the school library supports use by a minimum of one (1) class and individual students
- In addition to adequate space for print/non-print collections, space arrangements should include specific areas for:
 - Circulation
 - Large group use/instruction
 - Small group use
 - Individual research
 - Storytelling area for elementary students
 - Leisure reading
 - Library management area
 - Use of technology
 - Secure storage of library resources and materials
 - Displays/Quality Signage
- The school library is accessible by persons with disabilities in accordance with Public Law 101-476 Education of the Handicapped Act Amendments 1990
- The school library is equipped with temperature control
- Lighting and electrical accommodations have been integrated effectively
- All books are shelved from left to right on the shelf, read from top to bottom, and should ~~be no more than 3/4 full~~accommodate for growth.

PROGRESSIVE (Minimum +)

- Various methods of display, furniture selection, and room treatments are utilized to provide an atmosphere of welcome and productivity
- ~~The shelving accommodates growth~~
- The school library goes beyond minimum guidelines providing larger spaces than required **OR** additional support areas for viewing, production, communication activities, displays, wiring/network

FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE Section 6.7 - School Library Facility Recommendations