



# **Anderson School District One School Library Media Center**

## **Policy and Procedures Manual**

**2010-2011**

## Table of Contents

<b>Section</b>	<b>Title</b>	<b>Page</b>
<b>A</b>	<b>Philosophy</b>	<b>8</b>
AA	Purpose of Policy Manual	9
AB	Mission Statements	10
AC	Belief Statements	11
AD	Goals of Library Media Centers	12
<b>B</b>	<b>General Information</b>	<b>13</b>
<b>C</b>	<b>Library Media Center Staff</b>	<b>15</b>
CA	Staff Biographies	16
CAA	• Library Media Specialist	
CAB	• Library Media Aide	
CAC	• Student Assistants	
CB	Job Descriptions	17
CBA	Library Media Specialist	17
CBB	Library Media Assistant	21
CC	Student Assistants	23
CCA	Job Description for Student Library Assistants	23
CCB	Application for Student Library Assistants	24
CD	Volunteers	25
<b>D</b>	<b>Daily Operations</b>	<b>26</b>
<b>E</b>	<b>User Services</b>	<b>28</b>
EA	Programs	29
EAA	Book Awards	30

EAAA	South Carolina Book Award Program	31
EAB	Computerized Reading Management Program (Accelerated Reader/Reading Counts, etc.)	33
EAC	DISCUS	34
EAD	SCOIS	35
EB	Student Services	36
EBA	Photo-duplication	37
EBB	Printing	38
EBC	Orientation	39
EBD	Library Guide	40
EBE	Bibliographic Citation Guide	41
EC	Teacher Services	42
ECA	Interlibrary Loans	43
ECAA	District	43
ECAB	South Carolina State Library	43
ECAC	South Carolina State Library, Department of Blind and Handicapped	43
ECB	Scheduling the Library Media Center	44
ECBA	Scheduling Classes in the Library Media Center	44
ECBB	Sending Students to the Library Media Center	44
ECC	Materials Checkout	45
ECD	Equipment Checkout	45
ECE	Laminator	45
ECF	Closed Circuit Distribution System	46

ECFA	Operation of the Closed Circuit Distribution System	46
ECFB	Instructional Television Resources (ITV)	46
ECFC	Cable in the Classroom	47
ECFD	Scheduling Broadcast Time	47
ED	Copyright Information	48
<b>F</b>	<b>Acquisitions</b>	<b>49</b>
FA	Collection Development	50
FAA	Library Material Selection and Adoption Policy IJL	51
FAAA	Public Concerns and Complaints about Instructional Resources ASD1 Policy KEC & form KEC-E (Challenges)	51
FAB	Donated Materials Policy	52
FB	Processing	53
FBA	Books	53
FBB	Magazines	54
FBC	Software	54
FBD	Videos and Other Audiovisual Materials	54
FBE	Equipment	54
FD	Weeding/Repairing/Discarding	55
FDA	Weeding Guidelines	55
FDB	Discarding Guidelines	57
FDBA	Discarding Guidelines for Equipment	58
FDC	Inventory Procedures	59
FE	Budget	60
FEA	Budget Management	60

FG	Automation System	71
FGA	Service Contract	62
FGB	Help Desk Contact Information	63
FGC	Barcode Ranges	64
<b>G</b>	<b>Public Relations</b>	<b>65</b>
GA	Advertising	66
GAA	Sample Communications	67
GB	Reports	68
GBA	Library Media Center Annual Report Planning Sheet	68
GBB	Library Media Centers Yearly Data Report	68
GC	Advocacy	69
GCA	Library Media Center Advocacy Committee	69
GCB	Library Media Center Advisory Committee	69
GD	Organizations and Special Programs	70
GE	Professional Development Opportunities	70
<b>H</b>	<b>Technology</b>	<b>71</b>
HA	Computer Technology Literacy Policy IHAJ	72
HB	Technology Resource Selection and Adoption Policy IJKA	73
HC	Local Area Network	74
HD	Internet	75
HDA	Use of Technology Resources in Instruction Administrative Rule	76

	IJNDB-R	
HDB	Internet Acceptable Use Policy	77
	IJNDB-E(1)	
HDC	Internet Acceptable Use Policy	78
	Staff Member Certification Form	
	IJNDB-E(2)	
HDD	Department and Faculty	79
	Webpages Procedures	
HDDA	Web Authoring Guidelines	81
HDE	Parent Permission Form for WWW	82
	Publication of Student Work	
HE	Computers	83
HEA	Library Computer Use	83
HEAA	High School	83
HEAB	Middle School	84
HEAC	Elementary School	85
HEB	Software Installation Guidelines	86
HEBA	Software Request Form	87
HEBB	Software Installation Log	88
HEC	Computer Maintenance/Repair	89
HECA	Technology Support Services	92
	Problem Resolution Request	
HED	Scheduling Equipment Use	93
HEDA	Equipment Request Form	94
HEF	Equipment Maintenance and	95
	Repair	
HEFA	Equipment Maintenance	95
HEFB	Basic Maintenance and Safety	96
	"Do's and Don'ts"	
HEFC	Maintenance Contracts	102
HEFD	Equipment Repair Records	103
HEFE	Equipment Inventory	104

HEFEA	Classroom Equipment Inventory Form	105
<b>I</b>	<b>Standards</b>	<b>106</b>
IA	Program/Facilities	107
IAA	SACS	107
IAB	School Facilities Guidelines, SCDE	107
IAC	School Administrators Guide: Statutes and Regulations, South Carolina Department of Education	108
IAD	Catalyst: Setting the Standards for Student Achievement through School Library Media Centers	108
IB	Student Learning	109
IBA	South Carolina Academic Standards	109
IBB	Information Literacy Standards for Student Achievement	110
IBBA	Standards Alignment	111
IBC	ISTE Standards	112
IBD	SCANS Report	112
<b>J</b>	<b>Contact Information</b>	<b>113</b>
<b>K</b>	<b>Position Statements</b>	<b>116</b>
<b>L</b>	<b>Forms</b>	<b>117</b>
<b>M</b>	<b>Notes</b>	<b>118</b>
<b>N</b>	<b>Teacher Handbook</b>	<b>119</b>

# **Section A**

# **Philosophy**



### **Purpose of Policy Manual**

The purpose of the Anderson District One Library Media Centers Policies and Procedures Manual is to promote continuity and understanding of the Library Media Program (LMP) by ...

- Providing direction and guidance for the Library Media Specialist (LMS) and Library Media Center (LMC) patrons.
- Detailing step-by-step how LMC services are delivered.
- Enumerating and clarifying non-instructional procedures and policies.
- Serving as a central storage for LMC management forms.
- Serving as documentation for ADEPT and National Board Certification requirements.

## **Mission Statements**

### **Anderson School District One Mission Statement**

Anderson School District One is committed to providing an academically challenging, community-driven, and diverse educational experience based on the individual needs of each student.

### **Anderson School District One Library Media Centers Mission Statement**

The mission of the Anderson School District One Library Media Centers is to assist members of the learning community in becoming effective users of information and to foster the love of reading.

### **Belief Statements About the Library Media Center**

The library media specialists of Anderson School District One believe that the school library media center is a resource center which supplements and complements the educational program of the school through the interaction of professional personnel and other members of the learning community. The library media centers provide a wide range of materials on all levels of difficulty, with diversity of appeal and different points of view. The library media center provides an atmosphere in which students become skillful, discriminating users of all available media. Its programs will encourage library patronage as a lifelong practice.

The school library media center is an ever-changing resource area, which extends and supports the core curriculum of the school. The library media program provides intellectual and physical access to materials in all formats, provides instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas, and works with other educators to design learning strategies to meet the needs of individual students. The overall aim of the program is to ensure that all library patrons are effective users of information and ideas. The library media center should be operated by fully certified graduate professional librarians with the assistance of well-trained support staff.

## Goals and Objectives

- To provide materials and services appropriate to the curriculum of the school by...
  - Identifying and purchasing resources to support the curriculum.
  - Planning and implementing programming to meet the needs of the learning community.
- To provide materials and services that meet the information and recreational needs of the learning community by...
  - Identifying and purchasing resources to support the information and recreational reading needs of the learning community.
  - Organizing and promoting programs to encourage recreational reading.
- To provide opportunities for collaboration with other educators to incorporate information literacy into instruction by...
  - Being an active participant in the learning community.
  - Organizing and implementing staff training sessions that model the incorporation of information literacy into instruction.
- To provide up to date resources to meet the information needs of all users by ...
  - Providing age and developmentally appropriate resources.
  - Providing resources in multiple formats.
- To promote information literacy by...
  - Collaborating with other educators to integrate information literacy skills into the curriculum.
  - Providing opportunities for the use of technology to support curriculum standards.
- To implement the integration of the library media program into the curriculum by...
  - Collaborating with the school community, i.e., teachers, students, parents, and administrators.
  - Aligning library resources with curriculum standards.
- To encourage lifelong appreciation of learning and literature by ...
  - Providing programs that encourage recreational reading.
  - Connecting students with community resources that promote literacy.

# **SECTION B**

  

# **GENERAL INFORMATION**

This section contains information that is pertinent to each individual library.  
Suggested information to include here is:

- LMS Hours of operation
- School bell schedule
- Class Schedule
- School Calendar
- Student Conduct Policy
  - District
  - School
  - Library Media Center
  - Discipline Referral Forms
- Floor Plans
  - School
  - Library Media Center
  - Evacuation Plan
- Directions to School
- School Crisis Management Plan

# **SECTION C**

# **LIBRARY MEDIA CENTER STAFF**

### Staff Biographies

Cedar Grove Elementary	Jean Rauton
Concrete Primary	Deborah Walker
Hunt Meadows Elementary	Mary Ann Gibson
Palmetto Elementary	Eunice Canty
Powdersville Elementary	Deborah Fowler
Spearman Elementary	Beth Gambrell
West Pelzer Elementary	Carla Nash
Wren Elementary	Lynne Holcombe

Palmetto Middle	Tamera Cox
Powdersville Middle	Monique German
Wren Middle	Kristen Hearne

Palmetto High	Charlotte Bryant
Wren High	Mary Orem



## Job Descriptions

*The following job descriptions have been written based upon current school library media center responsibilities. Anderson School District One has the right to add to or the change responsibilities of these positions depending upon the school situation.*

**TITLE:**                   **School Library Media Specialist**

REPORTS TO:           *Principal*

SUPERVISES:         *Clerical Staff*  
                               *Student Assistants*  
                               *Adult Volunteers*

JOB GOAL:                *To provide all students with an enriched library environment containing a wide variety and range of materials that will invite intellectual growth, and to aid all students in acquiring the skills needed to access library resources.*

### PERFORMANCE RESPONSIBILITIES:

#### I. Administrative

##### A. *Plans the school library media program*

- Plans hours of operation
- Establishes circulation procedures
- Schedules classes
- Establishes rules, disciplinary policies, and attendance procedures
- Plans use of resources by students and teachers
- Plans a program for teaching information literacy
- Prepares orientation and inservice activities
- Plans for integration with total education program
- Evaluates the program with representatives of faculty and student body

##### B. *Prepares and administers the budget*

- Authorizes orders and payments
- Maintains records of expenditures

##### C. *Supervises public relations activities*

- Provides for student, faculty, and community displays
- Develops announcements, brochures, and newspaper publicity
- Promotes special activities

- D. *Plans, designs, and arranges school library media center*
- E. *Cooperates with school and local libraries and library systems*
- F. *Participates in recruiting, hiring, training, and supervising clerical help, student assistants and volunteers*

II. Educational

A. *Provides services, resources, and guidance to students and teachers*

- Establishes and maintains a balanced, comprehensive collection of media and equipment
- Evaluates and selects new materials
- Evaluates the collection for obsolete materials
- Answers reference questions
- Supplies students and teachers with needed materials and equipment
- Supervises students
- Prepares bibliographies
- Prepares and gives individual or group instruction in information literacy and media production
- Provides guidance in the use of materials and special equipment such as computers
- Works with individual teachers in planning learning activities
- Develops programs to motivate reading, listening, viewing, and communication skills

B. *Creates an atmosphere conducive to learning*

- Teaches effective use of library resources
- Teaches student responsibility in the care of materials, equipment, and facilities
- Arranges the library media center to support a variety of learning activities
- Provides a quiet environment to encourage reading, studying, and research activities

C. *Promotes professional reading for staff*

- Reads and scans professional journals
- Routes materials of interest to staff members
- Selects and organizes materials for the professional collection
- Keeps current with educational trends
- Circulates material for professional growth of teachers

D. *Acquires knowledge of the educational program and of student needs*

- Becomes familiar with courses of study

- Converses with students to determine interests
- Surveys (either formally or informally) faculty and students to determine needed resources
- Examines student reading sources
- Collaborates with teachers in special projects

*E. Participates in departmental, faculty, curriculum, and special meetings*

- Attends faculty and department meetings
- Serves on committees whose activities directly affect the instructional media program

III. Technical

*A. Acquires and organizes materials*

- Orders, catalogs, and classifies materials
- Supervises physical preparation of materials
- Supervises check-in, stamping, labeling, etc.

*B. Weeds obsolete and damaged items*

- Supervises the removal of records
- Adjusts inventory records
- Supervises the preparation of materials for discard
- Reclassifies material to other areas of the library if appropriate

*C. Plans circulation policies and procedures*

- Sets yearly calendar, length of check-out, and fine amounts
- Directs assistants in charging and discharging materials, sending notices, and keeping circulation records

*D. Maintains records of materials*

- Keeps circulation statistics
- Inventories materials regularly
- Compiles records of library holdings for annual report

*E. Processes information and materials*

- Performs duties of bibliographic searching and processing of materials

*F. Assists with the production of graphics and display materials.*

IV. Professional

*A. Participates in professional organizations and activities relating to both education and librarianship*

*B. Continues to acquire knowledge through in-service education and academic*

*courses*

DESIRED QUALIFICATIONS:

*Education*

- *Masters degree in library science from an ALA accredited institution*
- *State certification as a school library media specialist*

*Evaluation*

- *Evaluation of job performance in accordance with provision of the Board's policy on Evaluation of Professional Personnel*

*Employment Terms*

- *9 or 10 months*

**TITLE:**                   **Library Media Assistant**

REPORTS TO:            *Media Specialist*

JOB GOAL:             *To perform general and specialized clerical duties in the school library media center in conformance with established procedures*

PERFORMANCE RESPONSIBILITIES:

I.     *Clerical*

A.    *Assumes general secretarial responsibilities*

- Types
- Files
- Duplicates materials
- Assists with financial records
- Operates computers

B.    *Compiles statistics*

- Records circulation and other service information
- Assists with annual reports

C.    *Assists in the ordering and processing of print and non-print materials*

- Maintains consideration and order files
- Follows processing procedures established by media specialists

D.    *Maintains inventory of supplies*

- Checks supplies
- Prepares order list

E.    *Circulates print and non-print materials*

- Supervises and oversees circulation desk
- Shelves materials
- Assists with interlibrary loan process
- Compiles overdue records

F.    *Performs other library media center duties as assigned*

II.    Technical

A.    *Assists student and staff with location and use of materials and equipment*

- Answers directional questions
- Demonstrates proper use of equipment and software
- Operates audiovisual and production equipment

*B. Maintains library catalogs*

- Adds entries
- Withdraws entries

*C. Assists with the production of graphics and display materials*

*D. Assists with technical processing of information and materials*

- Organizes bibliographic information
- Prepares information in appropriate format

*E. Maintains media collection*

- Shelves and files
- Withdraws items as directed by the library media specialist
- Mends and repairs items
- Assists with inventory

*F. Performs other library media center duties as assigned*

DESIRED QUALIFICATIONS:

*Education*

- *High school diploma or equivalent with a general knowledge of office machines*

*Evaluation*

- *Evaluation of job performance in accordance with provisions of the Board's policy on Evaluation of Professional Personnel*

*Employment Terms*

- *School Term*

**TITLE:                    *Student Assistant***

REQUIREMENTS: *C average or higher for the current grading term; promptness, accuracy, and dependability; ability to learn library organization; ability to follow directions; references from 2 teachers.*

JOB DESCRIPTION: *These duties may be assigned according to the student's interests and abilities, but usually will be varied.*

- Shelves books and other materials accurately
- Organizes periodicals display
- Repairs books
- Reads shelves
- Cares for plants and animals
- Provides messenger service
- Stamps ownership marks on materials for circulation
- Alphabetizes and puts materials in correct order
- Delivers A/V equipment to classrooms
- Helps students find needed materials
- Designs and prepares bulletin boards and library displays
- Participates in Book Week activities
- Participates in story-telling and read-aloud activities
- Assists in annual inventory
- Assists with book fairs and other special activities
- Assists at the circulation desk
- Assists in maintenance of library facility

*Evaluation:*

- Evaluated once each grading period in written form by the media specialist.

***(SAMPLE ) Application for Students Library Assistants***

---

Application for Library Assistants

Name\_\_\_\_\_ Date: \_\_\_\_\_

Grade\_\_\_\_\_ Block:\_\_\_\_\_

Give 3 reasons why we should choose you to be a library assistant.

Do you have any experience as a library assistant? If yes, where?

List your 3 best qualities.

We need students with good attendance. Can we count on you to be here?

We need to have students who will remain at the circulation desk and help in the library. Are you willing to do that?

Library assistants must be good students with no discipline problems. Have you failed any courses? \_\_\_\_\_ Do you have a discipline record?\_\_\_\_\_

Name 2 teachers that we can talk to about you. We will ask about your behavior, attitude, and work ethic.

All the information contained in the application is accurate and true.

Applicant's Signature: \_\_\_\_\_

Return this application to the study hall teacher or the library by *(insert date here)*



**TITLE:** *Adult Volunteers*

**REQUIREMENTS:** *A school volunteer is an adult who is willing to give time and talent to help the education team better serve the needs of the students. Volunteers can supplement the library's media staff by offering unique talents and skills. However, volunteers should not be considered as substitutes for trained, paid clerical and technical staff.*

**JOB DESCRIPTION:** *These duties may be assigned according to a volunteer's interests and abilities but usually will be varied.*

- Reads books to students
- Orders free materials, pamphlets, films, college bulletins, and pictures
- Prepares and mounts pictures for the picture file
- Cleans and mends library materials
- Circulates library materials
- Checks attendance
- Assists with inventory preparation
- Opens, sorts, and distributes materials
- Sends overdue and fine notices
- Labels library materials
- Reinforces magazines and paper-bound materials
- Stamps library materials with ownership marks
- Sorts and files clippings, newspapers and magazines
- Collects library books from classrooms and book drops
- Makes copies of media materials
- Processes new magazines
- Adds new pamphlets to the file
- Assists in preparation of bibliographies
- Prepares bulletin board displays
- Helps maintain and aids in the use of equipment

*Evaluation*

- Principal and Media Specialist should commend, thank, and publicly recognize volunteers whenever justified and possible

# **SECTION D**

# **Daily Operations**

This section contains information that is pertinent to each individual library. Suggested information to include here is:

- Study Hall/Library Policy
- Circulation Desk Operation
  - Circulation Policies
  - Emergency Checkout Procedures
  - Overdue Fines
  - Payment for Lost/Damaged Books
  - Settlement of Library Accounts
- Substitute Plans

# **Section E**

# **User Services**

## **Programs**

Each school library/media center will offer programs and services specific to its particular location, staff, and students. It will try to meet the needs and requirements of all the stakeholders within that specific location, offering academic, resource, and technical services to the specific residents of that specific building.

**Book Awards**

Each school library/media center may choose which book award print and non-print materials it will buy and feature, following ASD1 policy IJL- Library Materials Selection and Adoption (see page 51). This decision will be made by the resident library media specialist, or advisory committee. Principals, teachers, supervisors, and other school personnel will give suggestions, recommendations and other assistance. This decision may be contingent upon funding, budget amounts, or the needs of the student body, or staff.

## **South Carolina Book Awards Program**

### **South Carolina Book Awards Participation Guidelines: Purpose of Awards**

The purposes of the South Carolina Children's, Junior, and Young Adult Book Award are to encourage students to read good quality contemporary literature and to honor the authors of the books annually chosen the favorites by student vote.

The book award medals will be awarded to the winning authors the following year at the annual conference of the SCASL.

### **Guidelines for Participation**

Participation in the Children's Book Award is open to all students who are attending public or private schools in grades 3 through 6.

Participation in the Junior Book Award is open to all students who are attending public or private schools in grades 6 through 9.

Participation in the Young Adult Book Award is open to all students who are attending public or private schools in grades 9 through 12.

It is suggested that the school media specialist be the sponsor of the award program in a school; however, any teacher or administrator may act as a sponsor.

1. Secure the support and authorization of the principal.
2. Provide information about participating in the award program to teachers and students.
3. Read the books to determine if they are acceptable by the school's book selection policy.
4. Have available at least twelve of the twenty titles. Votes for the books should be sent to the corresponding book award vice-chair by March 2nd, 2001.
5. Encourage individual students, teachers, and classes to participate in the award program and promote the award in various ways.
6. Provide ballots for voting. Students are eligible to vote if they have read or heard read three of the books. The individual ballot and the voting report form are included in the section on voting. The individual ballots may be used to produce a master or stencil and the tally sheet is to be returned showing the results of the voting in your school. Schools may also send the final tally of votes via email.

Criteria for the selection of South Carolina Book Award Nominees as well as current lists of nominees, ballot forms, suggested activities, and participation report forms are available on the Internet at: <http://scasl.com/bkawrd.htm>



## **Computerized Reading Management Program**

Each school library/media center may choose to have, or not to have a reading management program. These programs may be Accelerated Reader®, or Scholastic Reading Counts®, or any other similar program.

It will be at the discretion of that building's administration whether the library media specialist manages the program entirely, assists with its deployment and management, or acts as a resource for reading materials which support that particular reading program.

Computerized reading management programs are often used as reading incentive programs in Anderson School District One elementary schools. The programs currently in use are Accelerated Reader®, and Reading Counts®. The programs are managed through the library media center advisory committees. Teachers are encouraged to generate their own reports. Points are tracked in different ways at each school. Schools use different motivations to encourage the students to participate, such as small prizes, field trips, and parties at the end of each nine-week. The programs are accessible in the classrooms and the media center. Top point earners are recognized in various ways. Some of the ways are limousine rides, recognition at awards day programs, and a banquet at the end of the year or balloon walks.

## **DISCUS**

The DISCUS online database should be available to all students and staff from the computer workstations housed within the SLMC.

Updates to this program should be installed in a timely manner. The SLMC should also inform students and staff how to access this database from their home computers. The SLMC should also offer training to students and staff on how to use this database effectively as a research tool. It also should be a part of the SLMC's staff duties to advertise that this program is available to the building's staff and students. It is further hoped that the SLMC staff will be periodically retrained to know and utilize future additions and enhancements to the DISCUS database.

**SCOIS**

The SCOIS database, a career, college, and scholarship online database, should be available to all high school students and staff from the computer workstations housed within the SLMC.

Updates to this program should be installed in a timely manner. It also should be a part of the SLMC's staff training to advertise that this program is available to the building's staff, and students.

## **Student Services**

Student services will generally consist of checking in/out books. Other services include but are not limited to: helping students locate leisure reading materials, assisting students in locating relevant materials for assigned projects, reports, or in doing research for their own likes or hobbies.

Other services may depend upon the needs or requirements of each media specialist's building.

## Photo-duplication

Each SLMC may or may not have a copying machine housed within its premises. It will be left up to that particular site whether this machine can be used by the students to photocopy materials needed for classroom projects, etc. A fee for usage may also be charged for this service.

It is suggested that if a photocopying machine is used by students, a copy of the *Copyright Law* be placed within easy visibility of this machine. Students, staff members, and faculty will observe the general rules and copyright guidelines for duplicating any materials from print and non-print sources which are housed in the SLMC. The SLMC may charge patrons a nominal fee for this service.

The SLMC has the right to refuse to photoduplicate any materials which it deems inappropriate, or in violation of the copyright laws or guidelines.

**Printing**

Offering students or staff the option of printing materials from any computerized sources will be left up to the individual building sites. If there are multiple printers available at individual workstations in the SLMC, this certainly is recommended. The fee charged to the students will be left up to the discretion of each site. There also may be restrictions imposed on the number of pages a student can print.

## **Orientation**

An orientation program or orientation activities will be scheduled for all new classes at the beginning of each school year. The media specialist will introduce the new classes to the organization of the SMLC, the procedures for checking out books, the rules of the SMLC, and any other information which she/he deems necessary. There also may be a need for the media specialist to review how to use the electronic card catalog with these classes.

## **Library Guide**

The media specialist may make use of a library guide designed to show the students, or faculty, how the SLMC is organized. This guide would most likely show how the Dewey Decimal System is used to organize the Non-Fiction collection, how the Biography collection is shelved, and how to find Fiction books by the author's last name. Other parts of the collection could also be introduced and shown in this guide.



## **Bibliographic Citation Guide**

Each SLMC should have available handouts of how students correctly cite reference sources, both electronic or non-electronic, used in their assignments. This handout should give multiple examples from a variety of sources which students would encounter in their research. This kind of information can be found in the fifth edition of the American Psychologists Association manual or the latest Modern Language Association Handbook.

## **Teacher Services**

The SLMC will support the curriculum with every available resource. The media specialist will oversee the maintenance of Audio-Visual equipment, and will keep an ample supply of projection lamps, batteries, cassette tapes, VHS tapes, or any other items which teachers may need.

Other services to teachers and staff may include laminating teaching materials, teaching reference skills, preparing bibliographies, pulling materials for a classroom assignment, broadcasting requested programs, taping requested programs, video taping school activities, informing teachers of pertinent materials or broadcasts, and ordering teacher requested materials for the SLMC.

**ECA**

### **Interlibrary Loan**

The media specialist will assist teachers and staff in any interlibrary loan requests, either through the district's libraries, or through the community public library.

**ECAA**

### **District**

The media specialist will assist teachers and staff in any loan requests made to other libraries within the district. This assistance may include requesting and arranging for the loan, or arranging for the requested materials to be transported to that teacher's school.

**ECAB**

### **South Carolina State Library**

The media specialist will assist teachers and staff in any loan requests made to the South Carolina State Library. This assistance may include requesting and arranging for the loan, or arranging for the requested materials to be transported to that teacher's school.

**ECAC**

### **South Carolina State Library: Department of Blind and Handicapped**

The media specialist will assist teachers and staff in any loan requests made to the South Carolina State Library, Department of Blind and Handicapped. This help may include requesting and arranging for the loan, or arranging for the requested materials to be transported to that teacher's school.

### **Scheduling the Library Media Center**

The SLMC is available to all groups of guest speakers, or special events. It is highly recommended that persons wishing to use the SLMC, or its resources, notify the media specialist of their plans well in advance of their actual visit. This will facilitate having the appropriate materials, resources, or equipment ready for this special event.

A calendar of SLMC events, or a listing of daily scheduled classes, should be available and posted for the convenience of both the guest agencies and the SLMC staff. This would help to insure that there are no scheduling conflicts whenever special events are to be held in the SLMC. In the event of a scheduling conflict, the principal will make the final decision as to the use of the media center.

### **Scheduling Classes in the Library Media Center**

The SLMC is available to all classes to host guest speakers, or special events. It is highly recommended that teachers wishing to use the SLMC, or its resources, notify the media specialist of their plans well in advance of their actual visit. This will facilitate having the appropriate materials, resources, or equipment ready for this special event.

A calendar of SLMC events, or a listing of daily scheduled classes, should be available and posted for the convenience of both the teachers, and the SLMC staff. This would help to insure that there are no scheduling conflicts whenever classes are to be held in the SLMC.

### **Sending Students to the Library Media Center**

All students coming into the SLMC, for whatever reason, must have a pass from the teacher or staff member who has sent them. The pass should include the purpose and the length of time the student(s) may stay in the SLMC.

Substitutes should not send students to the SLMC, unless the media specialist has been made aware of this situation ahead of time.

**ECC**

### **Materials Checkout**

Students, staff members, and faculty will observe the general rules and procedures for checking out materials. Namely, to give their SLMC user code, or number, to the person at the circulation desk, or sign out other materials not having a barcode by giving their name, date of the loan, and any other required information which would help the SLMC staff know the location of that materials.

**ECD**

### **Equipment Checkout**

Students, staff members, and faculty will observe the general rules and procedures for checking out equipment. Namely, to give their SLMC user code, or number, to the person at the circulation desk, or sign out equipment giving their name, date of the loan, and any other required information which would help the SLMC staff know the location of that equipment.

**ECE**

### **Laminator**

Laminating services may be performed by either the SLMC staff, or each staff member may do their own laminating. The maintenance of the laminators will most likely be the responsibility of the SLMC staff. Also, the laminating film will be ordered by the SLMC staff to insure the correct size is available for each laminator, and that a sufficient supply is on hand.

### **Closed Circuit Distribution Systems (CCDS)**

The CCDS, housed in each SLMC, will most likely offer the following to the students and staff: The Channel One Network, The Classroom Channel, programs from ITV/ETV, satellite downloads, and cable programs.

Channel One News is a featured program which is offered to the entire school on a daily basis. Other programs are offered by teacher request.

### **Operation of the Closed Circuit Distribution System (CCDS)**

The CCDS, housed in each SLMC, is operated by the SLMC staff. Staff members may request certain programming to be pre-recorded, or broadcast, by the SLMC staff, in accordance with that teacher's curriculum and educational needs. The CCDS is always operated in complete compliance with the copyright laws and guidelines. No videos are to be broadcast over the CCDS as a "reward" or as a "free time" activity.

### **Instructional Television Resources (ITV)**

ITV is broadcast over the Closed Circuit Distribution System (CCDS), which is housed in each SLMC. Teachers may request any of the programs which can be found in the ITV guide. The SLMC staff works closely with the teacher regarding when these requested programs may be broadcast. If a program is to be recorded for a future showing, the SLMC will inform the teacher when that program is ready for viewing. The SLMC keeps a daily schedule of which programs are to be recorded, broadcast, or kept for future use.

### **Cable in the Classroom**

If cablevision connections are available at a school, Cable in the Classroom is broadcast over the Closed Circuit Distribution System (CCDS), which is housed in each SLMC. Teachers may request any of the programs which can be found in the Cable in the Classroom guide. The SLMC staff works closely with the teacher regarding when these requested programs may be broadcast. If a program is to be recorded for a future showing, the SLMC will inform the teacher when that program is ready for viewing. The SLMC keeps a daily schedule of which programs are to be recorded, broadcast, or kept for future use. The SLMC makes careful note of how long these Cable in the Classroom programs can be kept, if they have been recorded for future use. When the rights for these programs expire, the SLMC staff withdraws these videos from circulation, and completely erases the videos.

**ECFD**

### **Scheduling a Broadcast Time**

Teachers may request a broadcast time by either meeting with the SLMC staff, or sending a written note requesting a time. The SLMC staff will assign a broadcast time for this request. Requests may be for live programming, pre-recorded videos which enhance the curriculum, or archived educational programs which focus on current subjects being studied in the classroom.

### **Copyright Information**

The media specialist will constantly remain informed on the latest rulings concerning copyright information. This may be done by subscribing to the South Carolina Association of School Librarians (SCASL) listserv, having the most current publications from the American Library Association (ALA) on hand, or possessing the latest edition of *Copyright for schools* by Carol Mann Simpson.

It is most important that the media specialist be able to advise students and staff on the correct guidelines and laws governing the usage of SLMC and classroom materials.



# **SECTION F**

# **ACQUISITIONS**

## Collection Development

FA

**Insert Here:** ASD1 Library Materials Selection and Adoption Policy IJL Issue Date 05/97

**Insert Here:** ASD1 Public Concerns and Complaints about Instructional Resources Policy KEC and KEC-R Issue Date 7/97

**Insert Here:** ASD1 Citizens Request for Review of Education Materials KEC-E Issue Date 7/97

## **Donated Materials Policy**

Anderson District 1 Media Centers welcome gifts to our resource collections. All donations will be acknowledged. All donations will be subject to the same selection criteria as purchased resources. If any donation is not selected for inclusion in the resource collection, the gift material will be passed on to other recipients.

**Processing Materials****Books**

## General Guidelines

- Keep a log of barcode ranges assigned to each vendor and your processing options.
- Request or purchase full MARC records from vendors.
- Have property stamps in several sizes with school name and full address.
- Note purchase order request information in budget spreadsheet.

## When order arrives:

- Unpack boxes and check against the packing slips;
- Handle any damaged or missing items claims immediately according to vendor directions;
- Affix property stamp
  - Inside cover
  - Title page
  - Back cover
- Mark with computerized reading management program, e.g. Accelerated Reader, Reading Counts information;
- Install security strips or targets, if needed;
- Import records into automation system;
- Create display of new books;

Notify teachers of new additions to the collection.

**FBB**

## **Magazines**

General Guidelines:

- Keep record of received issue.
- Have property stamps in several sizes with school name and address.
- Note purchase order request information in budget spreadsheet.

**FBC**

## **Software**

General Guidelines:

- Have property stamps in several sizes with school name and full address.
- Note purchase order request information in budget spreadsheet.
- Keep software licenses in each manual.
- Keep Technical support agreements in each manual.

**FBD**

## **Videos and Other Audiovisual Materials**

General Guidelines:

- Have property stamps in several sizes with school name and full address.
- Note purchase order request information in budget spreadsheet.

**FBE**

## **Equipment**

General Guidelines:

- Note purchase order request information in budget spreadsheet.
- Enter information into circulation system database and affix barcode.
- File the manuals.

## Weeding/Repairing/Discarding

### Weeding Guidelines

#### Books and AV Software

Selection is an ongoing process, which includes, the removal of materials no longer appropriate for the school's curriculum and the replacement of lost and worn materials still of educational value. This process of weeding is a valuable and essential part of collection development.

Some reasons for weeding the collection are:

1. To make space for more valuable items;
2. To provide a more appealing, more up-to-date collection;
3. To make the library easier for patrons and staff to use;
4. To maintain a reputation for providing reliable information;
5. To encourage patrons to handle materials carefully;
6. To provide feedback on strengths and weaknesses of the collection.

Weeding is a continuo process. Upon discovery, damaged materials are repaired when possible or put on the shelf to go to the bindery. Each year the librarian selects a different category. In addition, during the annual inventory, materials are examined and pulled for repair when necessary.

Criteria for weeding:

- 1) Poor physical shape
  - a) Film or paper brittle
  - b) Colors faded
  - c) Paper yellowed or torn
  - d) Records or book covers scratched or warped
  - e) Bindings ragged
- 2) Poor format
  - a) Small print
  - b) Poor quality pictures
- 3) Poor content
  - a) Out-of-date, especially computers, science, medicine, health, technology, geography, travel, transportation
  - b) Trivial subject or approach
  - c) Mediocre writing
  - d) Inaccurate or false information
  - e) Repetitious series

- f) Superseded editions
- g) Not defended by subject specialist or teacher
- h) Biased or sexist terminology or views
- 4) Inappropriate for the specific collection
  - a) Neither circulated nor used for reference
  - b) Unneeded duplicates
  - c) Unneeded titles in little-used subject areas (retain a few basic titles)
  - d) Interest or reading level inappropriate for patrons
  - e) Change in curriculum and/or group served
- 5) Uncirculated for 3-5 years
- 6) What not to weed
  - a) Classics except when more attractive format is available
  - b) Local and South Carolina history unless can replace with new copies
  - c) Annuals and other major publications of the school
  - d) Items incorrectly classified or poorly promoted which might circulate under changed circumstances

#### Checklist of Weeding Factors

For all materials, consider:

- Date
- Author
- Publisher
- Physical condition
- Additional copies
- Other books on the same subject in the collection
- Expense of replacement
- Shelf-time (i.e., time spent on the shelf without circulating)
- Relevance of the subject to the community
- Format
- Reading level
- Current interest in the subject matter
- Jacket art (contemporary vs. outmoded)
- Age appropriate content



## **Discarding Guidelines**

Shelves should be checked periodically for binding, discarding or mending to improve the appearance of the shelves.

- 1) Remove items from shelf. Check out item to Patron "Discarded Books". Remove pocket; date due slip, and the barcode.
- 2) Black out with magic marker all traces of school ownership stamp.
- 3) Write Discard on front and back cover and title.
- 4) Either put discarded materials in trashcans in the library or in the dumpster.
- 5) As a general rule, discarded materials are not given to students. Materials may be offered to teachers for picture clippings, etc. Out-of-date, inaccurate discarded materials should never be distributed.
- 6) At time of inventory, print out list of items checked out to Patron "Discarded Books" to file with annual inventory report.
- 7) After inventory report is completed and discarded list is printed, remove items from Circulation+ (Follett) if not planning to reorder. If planning to reorder, remove only copy information. In the event of duplicate copies, remove only copy information.

### **Discarding Guidelines for Equipment**

The guidelines for discarding equipment will be the following:

1. This equipment had an original cost of less than \$500.00.
2. The cost of repair exceeds the current value of this equipment.
3. The equipment is obsolete.
4. The building principal has approved this disposal.

If any of these guidelines apply, the media specialist may discard the equipment without notifying the District Office's Fixed Assets department.

The guidelines for discarding equipment whose original cost was more than \$500 will be the following:

1. If this is a computer, it cannot be discarded by the media specialist.
2. This computer must be transported to the District's Tech Center for proper disposal of hazardous waste materials.
3. The District Office's Fixed Assets department must be notified so it can be withdrawn from that particular school's listings.
4. If the equipment is not a computer, and contains no hazardous waste materials, the media specialist may dispose of it, with the principal's approval.
5. The District Office's Fixed Assets department must still be notified so that this item may be removed from that school's listing.

## **Inventory Procedures**

- 1) Before beginning inventory:
  - a) Weed collection
  - b) Put books in shelf list order
- 2) Follow directions in your circulation software manual.
- 3) Conduct inventory at the professional discretion of the media specialist.

## **Budget**

**FE**

**FEA**

### **Budget Management**

#### **General Guidelines:**

- Keep a ledger page or a spreadsheet page for each library account, e.g. books, periodicals, equipment, supplies.
- Enter budget amount for each account on the appropriate pages.
- Set up folders for purchase order, e.g. in processing, on order, and complete.
- Enter appropriate information on ledger sheet when purchase order is requested and money is encumbered.
- Check packing slip against items received, send invoice for payment if order is complete.
- Correct ledger sheet to reflect actual amount of invoice.
- Add item to the collection (see processing)

### **Automation System Information**

All Anderson School District One Media centers are automated with Destiny Circulation Plus software with the exception of Wren High School which uses Winnebago.

**Service Contract**

Insert a copy of the annual service contract for the library media center's library automation software here.

## **Help Desk Contact Information**

Insert Help Desk technical support information for the library media center's library automation software here.

**Barcode Ranges**

Record barcode ranges and processing options for each vendor here.



# **SECTION G**

  

# **PUBLIC RELATIONS**

## **Advertising**

The Anderson School District One Library Media Centers are committed to an effective advertising and marketing plan to reach the schools and community, informing all patrons of services provided.

Public Relations activities may include, but are not limited to:

- Providing programs for students and teachers
- Maintaining bulletin boards and/or displays
- Using flyers, announcements, book talks, activities, competitions, and motivation of teachers and students to use the library.
- Contributing to budget control committees
- Identifying and recruiting potential donors
- Participating in grant award programs

Information developed to enhance the curriculum and/or the use of the Library Media Center should be made readily available to all groups.

Communication of information related to the contribution of these activities leading to the success of the school and the students should be a priority in order to foster support of these groups as well as the learning community.

**Sample Communications**

**GB**

## **Reports**

**GBA**

### **Library Media Center Annual Report Planning Sheet**

The Annual Report is a computer-generated document that lists additions, discards, and missing materials for the current school year. Access to this document is achieved through the Reports feature in the automated system.

**GBB**

### **Library Media Centers Yearly Data Report**

The Yearly Data Report is a document compiled by the State Department of Education. This report consists of circulation information and statistics, on-hand audio-visual equipment, and various other information pertaining to the daily operation of the Library Media Center.

## **Advocacy**

### **Library Media Center Advocacy Committee**

Information Power states, "School Library Media Specialists [LMS] are their own most powerful advocates. Individual Library Specialists play leadership roles at every level to make partners and families, members of the community at large aware of the impact of library media programs on student learning. Strong library media programs are marked by the leadership of Library Media Specialists who build relationships that enhance the program. By promoting information literacy as a key to authentic, lifelong learning and showing how the information literacy standards for student learning can turn that key, the Library Media Specialist exerts leadership on behalf of all the program's constituencies."

While the role of the LMS is essential as an advocate to the Library Media Program [LMP], other groups provide support and recognition within the learning community. Some of these advocates may include:

- Friends of the Library
- Library Media Center Advisory Committee
- Library Club
- Patron's Club
- Information Literacy Committee

### **Library Media Center Advisory Committee**

The purpose of the Library Media Center [LMC] Advisory Committee is to ensure the quality and effectiveness of the School Library Media Program, to communicate to the learning community its value, and to support its role.

Other responsibilities can include but are not limited to:

- Studying and review of the programs and activities of the LMC
- Assisting in projects/programs sponsored by the LMC
- Assisting in the selection of materials
- Receiving feedback from faculty members regarding the overall LMC program
- Making recommendations on goals and objectives.

The committee may consist of teachers, students, parents, and community members working in conjunction with the Library Media Specialist. It should be a well-rounded group that reflects the ideas of the school community.

## **Organizations and Special Programs**

Anderson School District One Library Media Centers provide several organized programs to spark a life long interest in reading. The purpose of these programs is to provide several different topics that will meet the varied interests of the student population.

In addition to the usual and customary celebrations such as Black History Month, Children's Book Week, Women's History Month, and the like, others promotions may include:

- South Carolina Book Awards
- Book Fairs
- Banned Books Week
- Read Across America Week (Dr. Seuss' Birthday)
- National Library Week
- Author Visits/Celebrations
- Reading Programs.
- School Library Months

## **Professional Development Opportunities**

Anderson School District One Library Media Specialists and their Aides are offered many opportunities to further their professional development throughout the year. Some of these opportunities include:

- District courses
- Meeting with other district librarians (ACASL)
- Seminars/Workshops
- SCASL annual meeting
- Monthly in-service meetings
- Ed-Tech

These opportunities afford the LMS/Aides valuable information that will enhance their school library media program.

# **Section H**

# **Technology**

**Insert Here:** ASD1 Computer/Technology Literacy Policy IHAJ Issued 5/97



**Insert Here:** ASD1 Technology Resource Selection And Adoption Policy IJKA Issued  
5/97

## Local Area Network (LAN)

All faculty and staff are responsible for ensuring the confidentiality and integrity of all administrative information that it processes and stores on workstations and LAN servers. Individuals shall only use accounts, files, software and computer resources authorized for their use. Individuals shall take precautions to protect their user identification (user ID) and password, as each person is responsible for all activities that occur under their account.

Because of the media specialist's expertise and knowledge of technology, the school's media specialist may be called upon to provide training for LAN users by:

- maintaining manuals and offering training sessions;
- developing policies and procedures for the operation and use of the LAN;
- acting as a liaison between district management and LAN users; install workstations, and application software as required by LAN users.

### Prohibition of Pirated Software

Policies regarding the prohibition of pirated software must be followed. Licensing terms for software must be met and LAN users must be fully aware of license restrictions. The LAN Coordinator and the School may be held legally responsible for violation of licensing terms.

### Viruses

To protect a LAN from viruses, shareware or freeware must be processed through a virus checker prior to being installed on any school server or workstation.

A virus scanner is provided for workstations connected to the LAN via a site license, which is available through the district technology support office. Users can be held legally liable if restrictions are violated.

**Internet**

**HD**

**Insert Here:** ASD1 Use of Technology Resources in Instruction Administrative Rule  
IJNDB-R Issued 1/00 (2 pages)

**Insert Here:** ASD1 Internet Acceptable Use Policy IJNDB-E(1)

**Insert Here:** ASD1 Internet Acceptable Use Policy Staff Member Certification Form  
IJNDB-E(2)

## Department and Faculty Web Pages Procedures

### **District Web Site:**

The District will establish a Web site and will develop Web pages that will present information about the District. The District will be designated the Webmaster, responsible for maintaining the District Web site.

### **School or Class Web Page:**

Schools and classes may establish Web pages that present information about the school or class activities. The building principal will designate an individual to be responsible for managing the school Web site. Teachers will be responsible for creating and submitting updates for their class site.

### **Extracurricular Organization Web Pages:**

With the approval of the building principal, extracurricular organizations may establish Web pages. The principal will establish a process and criteria for the establishment and posting of material, including pointers to other site, on these pages. Material presented on the organization Web page must relate specifically to organization activities and will include only student-produced material. Organization Web pages must include the following notice: "This is a student extracurricular organization Web page. Opinions expressed on this page shall not be attributed to the District."

### Constructing Educational Web Pages

In order to streamline the production and maintenance of departmental or faculty web pages, faculty members are asked to use a common web page design software program such as FrontPage 2000, Netscape Communicator, or Word documents saved as HTML.

When construction of departmental or faculty web pages is complete, the person responsible for creation of the web pages is asked to turn in one floppy diskette containing the web page to the school technologist, or person having editing access to individual web pages linked to the school web pages. Diskettes shall be returned upon publication.

*Note: On your floppy diskette, please create two subdirectories and the "index.html" file: one directory for the actual web page files and the other directory called "images" to include all images used in the web page. The "index.html" file is your home page. It will provide links to your other documents and images in your subdirectories. Be sure to observe Copyright Laws pertaining to the use of graphics on your web pages.*

### Updating Faculty Web Pages

After placement of faculty web pages on the district server minor changes - syllabi alterations, e-mail address changes, etc. - may be made by individuals responsible for content of individual web pages. Faculty members are asked to make changes to the floppy diskette that was returned after publication by the school technologist. Submit your floppy to the school technologist for republication.



## **Web Authoring Guidelines**

Faculty members are encouraged to create distinctive looks for their individual web pages. However, please be advised that an overabundance of fancy backgrounds, graphics, flashing icons, etc., will slow down the retrieval time for the person accessing educational web pages.

### **Design Tips:**

1. Write clearly and be brief
2. Don't overuse emphasis or images
3. Use small, easy-to-load images
4. Group related information
5. Avoid busy backgrounds or ones that clash with text
6. Have a good reason to link
7. Always link back to home page
8. Sign documents for contact information
9. Begin ongoing cycle of testing and revision
10. View web pages with similar content for new ideas

**Parent Permission Form for World Wide Web Publication of Student Work  
Anderson School District One**

**Name of Student** \_\_\_\_\_

**School** \_\_\_\_\_

I understand that the art work of my child, \_\_\_\_\_,  
(Please Print Child's Name)  
is under consideration for publication via the school's web page. I also understand that this art work will appear with a copyright notice prohibiting the copying of this art work without express written permission. In the event anyone requests such permission, I understand that all requests will be forwarded to me as the parent. I also understand that no address, telephone number, or last names will appear with any published art work.

I, therefore, grant permission for Web publication as described above until June, 200\_.  
A copy of all such publishing will be printed and sent to me.

**Parent Name** \_\_\_\_\_  
(Please print)

**Parent Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

I, \_\_\_\_\_, also give permission to publish my  
(Please Print Student's Name)  
art work.

**Student's Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**HE**

## **Computers**

**HEA**

### **Library Computer Use**

**HEAA**

#### **High School**

To use the library computers you must agree to the following rules:

1. Present your I.D. at the circulation desk to be held until you finish your task.
2. Have your name and time recorded on the computer Sign-up Sheet by the media specialist or student assistant at the circulation desk. State your task (i.e. word processing, Accelerated Reader, Skills Bank, SCOIS, etc.)
3. School rules state that students may not "surf" the net. You must have an academic purpose for being on the Internet. When signing up for a computer at the desk, be sure to state the topic(s) you are searching for before you begin. You must also have parental permission before Internet access can be allowed at school. Be sure a parent or guardian has signed the District's Acceptable Use Policy form and Internet access is printed on your I.D. card.
4. Be aware that your Internet session may be timed in order that other students will have an opportunity to access the Internet.
5. Go to the computer number given to you by the person at the desk. Do not attempt to reboot the computer or change settings.
6. Allow no one else to use the computer you have been assigned unless they are part of your group and have followed the same procedures for signing up that you have. Check with the media specialist to be certain.
7. Ask before printing. Charges apply for printing.
8. You may not put disks from outside the library into any computer without permission from the media specialist.
9. Return to the desk to retrieve your ID card when finished.

**Middle School**

To use the library computers you must agree to the following rules:

1. Have your name and time recorded on the computer Sign-up Sheet by the media specialist or student assistant at the circulation desk. State your task (i.e. word processing, Accelerated Reader, Skills Bank, SCOIS, etc.)
2. School rules state that students may not "surf" the net. You must have an academic purpose for being on the Internet. When signing up for a computer at the desk, be sure to state the topic(s) you are searching for before you begin. You must also have parental permission before Internet access can be allowed at school. Be sure a parent or guardian has signed the District's Acceptable Use Policy form and Internet access has been permitted.
3. Be aware that your Internet session may be timed in order that other students will have an opportunity to access the Internet.
4. Go to the computer number given to you by the person at the desk. Do not attempt to reboot the computer or change settings.
5. Allow no one else to use the computer you have been assigned unless they are part of your group and have followed the same procedures for signing up that you have. Check with the media specialist to be certain.
6. Ask before printing. Charges apply for printing.
7. You may not put disks from outside the library into any computer without permission from the media specialist.
8. Return to the desk to sign-off your session when finished.

**Elementary School**

Use of computers in the elementary school media center is controlled under the supervision of the library media specialist or teacher. Policies may vary by individual school.

## **Software Installation Guidelines**

Faculty may request instructional software be installed in school computing sites.

The teacher is responsible for purchasing legal copies of the software and providing proof of site license if installed on individual workstations. Approval by the District Technology Coordinator is required for installation of software on the LAN.

The owner of the license is responsible for installing and troubleshooting the program/license on his/her stand-alone computer. In cases where the assistance of the media specialist is requested, please complete and submit the form below.

The District Technology Support Services office must approve software requests that require changes to the operating system or base software configuration.

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## Software Request Form

Name: \_\_\_\_\_

### Type of Request

- \_\_\_\_\_ Data File
- \_\_\_\_\_ WWW Link
- \_\_\_\_\_ Windows Program
- \_\_\_\_\_ Other (Please specify) \_\_\_\_\_

Number of Licenses Currently Owned: \_\_\_\_\_  
(You must be able to provide proof of licensing or a statement of permission to install the software from the publisher.)

Purpose of Request Item:

Desired Locations

### Software Installation Log

*(Depending on your district's policy, this form may not be relevant.)*

DATE	ROOM #	TEACHER	NAME OF SOFTWARE	FORMAT	INSTALLER
				CD DISK	
				CD DISK	
				CD DISK	
				CD DISK	
				CD DISK	
				CD DISK	
				CD DISK	
				CD DISK	
				CD DISK	
				CD DISK	



## Computer Maintenance/Repair

Anderson District One endeavors to repair any and all computer and computer equipment owned by the school and deemed an integral part of the operation of the school. Replacement may be required when it is determined that the cost of the repair would exceed the current value to the school of said equipment and replacement would be a more cost-effective option. Where appropriate, the District will purchase/require maintenance agreements for this equipment.

The media specialist may advise the principal in a policy/procedure for the replacement of computer and computer related equipment owned by school such that this equipment will remain adequate and productive for its assigned task. Anderson District One is currently attempting to purchase computers on a three-year cycle with a three-year maintenance agreement.

All computers should be plugged into a surge protector to prevent possible damage from a surge of electrical power.

Individuals should protect their computer and peripheral devices from liquid spills and high temperatures and should periodically remove dust build-up from around the workstation.

During the summer months, it is suggested that a fabric covering be used to protect computers and to minimize the possibility of contact with unwanted substances.

### Hardware Maintenance

- Let your computer and monitor breathe!
- Do not place books or papers over the air vents.

### Care for Your Mouse

1. Turn the mouse upside down and twist the circular cover off. It should turn easily.
2. Drop the ball out into your hand and wipe it off with a non-lotion tissue.
3. Blow gently into the opening to remove dust.
4. Pop the ball back into the mouse and twist the cover back on.

### Care for Your Disks

- Never touch the disk surface in the exposed window.
- Store disks in cool, dry places and always in a box of some kind.
- Keep disks away from things that generate magnetic fields such as monitors, electric motors, telephones, pencil sharpeners, and other electrical devices.
- Don't bend your disks. If you need to mail or carry them, make sure they're packed in a rigid box.
- When writing on disk labels, use a felt-tip pen and don't press too hard.
- Store backup copies of important info away from your workplace.

- Don't spill anything on a disk. They're not coasters and the heat will not treat them kindly if you set your coffee on them.
- Never remove a disk while the drive light is on, since this frequently results in deleting everything off the disk.

## **General Maintenance**

These tasks will help keep your computer running optimally.

### **Daily**

**All users:** Shut down your computer before leaving school. Many people leave their computers on all the time; that's fine, as long as once in a while you restart it. Restarting helps your computer reorient itself and keep going. Network users must shut down daily, as they will be automatically logged off the network at a predetermined time.

**To shutdown the PC:** Click on the **Start** button on the Windows taskbar and select **Shut Down**.

### **Weekly**

**All users:** Backup critical data to server or diskettes.

### **Monthly**

**All users:** Virus scan. Get into the habit of checking your computer for viruses at least once a month. If you exchange files (via email, or particularly floppy disk) frequently, you may want to bump this task up to once a week (see the section on scanning for viruses).

**All users:** Empty recycle bin/trash can. It's a good idea, if you haven't already, to delete any files you do not want. Leaving them in the trash takes up space on your hard drive. Remember - files are not really deleted until you empty the trash.

**Mac users:** Rebuild your Desktop. If you haven't done this before, it's quite easy. Restart your Mac normally (see above for more info). When the screen comes up saying "MacOS", hold down the Option and Apple keys, until you see a message saying "Rebuild the desktop?" Click on OK. The process may take a few minutes. Once it's done, continue to work normally.

### **Every Semester**

**All users:** Download and install software upgrades where available. New software comes out all the time, but unless you are having trouble with an older version, it's fine to leave updates until you have time for maintenance between semesters. You will receive email when the district has new software upgrades that you can download and install yourself.

**All users:** Empty your browser cache. Surfing the web results in extra files stored in your browser's cache directory. These files are the browser's way of loading web pages faster. Whenever you load a web page, you are actually downloading (caching) the graphics into

the browser's directory. These files pile up over time, especially if you surf frequently, so it's a good idea to clear this directory out on a regular basis.

Netscape users: Go to the **Edit** menu and select **Preferences**. Under the **Advanced** option in the left menu window choose Cache. Press the button "**Clear Disk Cache**" to clear the cache and then click on **OK**.

Explorer users: Go to **Tools -- Internet Options**. On the General tab, click **Delete Files** in the Temporary Internet Files section.

**PC users:** Run the Scandisk program. The scandisk program examines your hard drive for errors or problems. It takes some time to complete, so you might want to start it before you leave for lunch or your next class.

### **Yearly**

**PC users:** Run the Defrag program. Your hard drive gradually becomes fragmented. When a file is fragmented, it means that it becomes too large to be stored in a contiguous block. It is broken up into smaller pieces and spread over different sections of the hard drive. If this happens to a lot of the files on your hard drive, the drive itself becomes fragmented and has a hard time retrieving files in a timely manner. Defrag cures this problem. Defragmentation rearranges the files on the hard drive so those files are stored contiguously for faster access and system performance. Running this program is time consuming, so you'll want to plan a convenient time when you'll be away from your computer.

### **Storing Over the Summer**

A fabric covering should be used when storing your computer for an extended period of time.



**Scheduling Equipment Use**

This section contains information that is pertinent to each individual library.

**Equipment Request Form**

Teacher's Name \_\_\_\_\_ Room Number \_\_\_\_\_

Date Needed \_\_\_\_\_ Date to Return \_\_\_\_\_

I need to check out the following equipment to use in my room. I will notify the library staff immediately if this equipment needs repair or the equipment is missing from my room.

Please check the items you need.

 Overhead Project Digital Camera Record Player Scanner Audio Cassette Recorder Video Camera Television Video Cassette Recorder Slide Projector Cart Other: (Please specify) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Turn this form into the library. The library staff will process your order as quickly as possible and notify you when your order is ready.

**Equipment Maintenance and Repair****Equipment Maintenance**

The Library Media Specialist will provide systematic preventive maintenance on equipment.

A maintenance and repair record on each piece of equipment should be maintained.

An up-to-date "library" of equipment repair manuals should be maintained and updated, as well as the vendor-supplied manuals supplied when the equipment is purchased.

A file/record should be kept on equipment that is "out for repair."

Repaired equipment should be carefully and thoroughly checked before it is re-circulated.

The Library Media Specialist should provide regular workshops or training for faculty in order to promote proper use of equipment and minimize the frequency and seriousness of equipment breakdowns.

When a breakdown is too complicated, serious, or delicate for the media specialist to repair, he/she must decide whether to have the equipment repaired locally or returned to the factory/vendor for repairs.

The Library Media Specialist should investigate and compile a list of reputable local repair shops and parts suppliers.

The Library Media Specialist should maintain a set of electronic tools for on-site repairs.

A list of necessary cleaning and repair supplies should be compiled and the supplies kept on hand and replenished in a timely manner.

Use discretion and judgment in allowing student aides and volunteers to repair equipment. Under NO circumstances should students be allowed to make electrical repairs or test electrical equipment for problems.

**Basic Maintenance and Safety “Do’s and Don’ts”**

Check the warranty before performing and maintenance. “Doing-it-yourself” can void a warranty.

Do not ignore warning signs on equipment.

Do read safety and operating instructions for each piece of equipment. Keep them at hand. Refer to them regularly.

Do not perform any maintenance if you feel inadequate or inexperienced.

DO CLEAN OFF EXTERIOR DUST AND DIRT EVERY WEEK. Use a dry or damp cloth, not dusting sprays. If using a mild household cleanser SPRAY CLEANER LIGHTLY ONTO A RAG, NEVER DIRECTLY ONTO MACHINE.

Do remove electric cord completely from storage compartment before using machine.

Do use heavy-duty extension cords with a current rating at least equal to equipment being used. All cods should be taped to the floor when they lay in a traffic area.

Do grasp plug firmly and pull to disconnect—never yank the cord.

Do remove batteries from equipment that is not going to be used for several weeks or is going to be moved.

Do change lamps with caution—allow to cool completely before replacing lamp or cleaning lenses.

Do store equipment at a temperature between 59-95 degrees F and protect from moisture.

Do not locate equipment near water or where excessive dust accumulates.

Do keep ventilation slots and openings free of obstructions.

Do not look into the lens of a projector or open lamp access when the lamp is on.

Do unplug equipment before cleaning or performing any repairs or maintenance procedures.

16.Do use care when transporting equipment on carts. STUDENTS DO NOT TRANSPORT EQUIPMENT.



## **Cassette Tape Recorders**

### *Operating tips*

Your taped sound will not be better than the original sound  
When changing the function, press the buttons firmly.  
Press STOP before changing functions.  
Keep the machines away from heat and moisture.  
Remove the batteries from the cassette recorder when they are weak.  
Use good quality tapes.

### *Cleaning*

Use head-cleaning cassette tape  
Insert into the recorder. Set the index counter at "000".  
Press PLAY  
Let tape run for about one minute, or follow the package directions.  
Press STOP  
Remove the tape.

An alternative is to use a cleaning solution specifically for tape recorders and a cotton swab, being careful to apply it only to the tape heads.

## **Overhead Projectors**

### *Operating Tips*

Do not leave the projector where the sun might shine on it directly.  
Never carry the projector by the arm or post.  
When writing on acetate, use pens designed for overhead use.  
Do not remove the top glass if it cracks. The lens under it is made of plastic and scratches easily.  
Be careful in applying pressure, such as when writing.  
Keep the door shut to the lamp compartment.  
Allow the projector and the lamp to cool after the presentation.

### *Cleaning*

Be sure the lamp is cool before cleaning.  
Clean the glass with a mild cleaning solution.  
Clean lenses by gently wiping with a non-silicon-type lens tissue, special lens cleaner or a soft, lint-free cloth. Never touch a lens with your fingers or blow on it.  
Canned air can be used.  
Do not touch the bulb with bare skin. The oil from your hand can damage the bulb.

## **VCRs**

### *Operating Tips*

Ensure that the equipment is properly connected, both to power source and input source.

If equipped with a counter, reset it to zero, for rewinding and multiple play options.

If the picture flutters or has "noise bands", (dark or light streaks at either top or bottom of the screen), adjusting the tracking control will usually correct this problem.

If a tape should jam inside the machine, sometimes unplugging and re-plugging in the machine will eject the tape. If this does not work, call the Library Media Center.

If you get an image on the screen, but it does not appear to move, make sure the PAUSE button was not accidentally pushed when PLAY was activated.

If everything seems to be properly connected and you still cannot get an image, tune the TV to either channel 3 or 4. If this doesn't work, call the Library Media Center.

Never set books, papers, or anything which might block air flow to the air vents on top of the VCR.

Avoid placing the VCR anywhere it could be exposed to chalk dust. This is fatal to VCR's!

### *Cleaning*

Cover the VCR with a dust cover to prevent dust from clogging the video heads.

Unplug the VCR before cleaning.

Use a damp cloth.

Do NOT use cleaning fluids or aerosols.

If the picture quality begins to deteriorate, it may be time to have the heads cleaned.

Professionals should do repairs.

## **Television Sets**

### *Operating Tips*

If the color appears bad on your TV or monitor, use the color selection knob to remove all color from the picture (black and white image). Then, turn the knob slowly to restore a pleasing color to the picture. If so equipped, make sure that any automatic color sensor on the TV is turned off before making this adjustment.

If you are not getting a picture on the TV, make sure that the TV is tuned to either channel 3 or 4 if using a VCR, or the proper in-house broadcast channel.

When moving a TV on a cart, always push the cart, never pull the cart behind you or push the cart from the front or back side of the TV. This can cause the cart to tip over, causing injury.

### *Cleaning*

Unplug the television before cleaning.

Use a damp cloth to clean the outside of the set.

## **Camcorders**

### *Operating Tips*

Remove the lens cap.

Slide the power switch backward to turn on the camcorder.  
Press the eject button.  
Insert a videocassette into the compartment with its window facing outside.  
Push the cassette compartment cover inward until it locks.  
Set the White Balance Mode Selector to "AUTO".  
Set the Focus Mode Selector to "AUTO".  
Place the camcorder in the shooting position.  
Look through the viewfinder.  
Press the Start/Stop Button. The Recording Indication "Rec" will appear in the viewfinder.  
To temporarily stop the recording, press the Start/Stop Button again.  
To end the recording, put the camcorder in the recording pause mode and slide the Power Switch backward.  
Press the Eject Button.  
Pull out the cassette.  
Push the compartment cover inward until it locks with a click.  
A camcorder can record for approximately two hours at normal temperatures with a fully charged battery pack.  
If not sufficiently charged camcorder will switch itself off to protect the battery pack and camcorder itself.  
Insert a battery pack into the battery compartment and push it in until it clicks into place.  
To remove a battery pack, release it by pressing the Battery Eject button down and in, then slide the battery pack out.  
If the power won't come on, your battery may need recharging or the battery may be out of the camera.  
If your power comes on, but the camera won't begin shooting, maybe there is no tape in the camera or you are at the end of your tape.  
If you look into the viewfinder and you see pitch black, the lens cap may still be on or the camera is set to "VCR."

## **Digital Cameras**

### *Operating Tips*

Do not shake or strike the unit.  
Do not get the unit wet.  
Do not insert the floppy disk forcefully.  
Always copy (backup) data to disk.  
To charge the battery pack, connect the power cord to a wall outlet. Insert the battery pack in the direction of the down arrow mark. Slide it down until it clicks.  
Check the user's guide for the proper length of charging time.  
Slide the POWER switch down to turn on the power.  
Insert a floppy disk until it clicks.  
Set to STILL.  
Press the shutter button halfway down until the indicator light stops flashing.  
Press the shutter button fully down and the image is recorded on the disk.  
You can record about 8-12 images per disk.

Set to MOVIE.

Press the shutter button fully down momentarily (5, 10, or 15 seconds).

Hold the shutter button fully down. The image and sound are recorded until you release it.

Move the power zoom lever a little for a slower zoom. Move it further for a faster zoom.

To playback set to play.

Press the Up arrow of the control button.

Select the recorded image with the control button, then press the dark circle.

## **Printers**

### *Operating tips*

Check to see if the cable is securely connected to the computer.

Check to see if the power cord is connected to the power source.

Check to see if the switch is turned on.

Make sure the paper supply is sufficient.

If paper is jammed in the printer, contact the Library Media Center.

### *Cleaning*

Wipe with a clean damp cloth weekly.

Use a dust cover when not being used.

## **Computers**

### *Operating Tips*

Use the proper procedures for turning on and shutting down your computers.

(See the Library Media Specialist if you are not sure.)

Always make a backup copy to a floppy disk or a zip drive tape.

Backup your documents frequently to avoid loss of material.

When connecting to the network you will need to input a USERCODE

and a password. (See the Library Media Specialist for your input codes.)

Students and faculty are required to read and sign an Acceptable Use Policy in order to log onto the Internet.

All computers should be connected to a surge protector.

If the computer does not boot up, check to see if all cables and power cords are securely connected.

The computer will not boot up if there is a disk in the disk drive.

If the computer boots up but you are unable to connect to the network, check to see if the patch cables are connected to the hubby box and the box is connected to the wall patch.

Use the open/close button when using a CD in the computer. Do not push the door to close it.

### *Cleaning*

Use a clean damp cloth to clean the computer and monitor.

A used dryer sheet works well to clean the screen of the monitor.

Canned air will clean the crevices in the keyboard.

Cotton balls dipped in rubbing alcohol will remove the grime on the keys of the keyboard and the mouse.

Turn the computer off when cleaning it.

Cover with a dust cover at the end of the school day.

## Maintenance Contracts

Place copies of contracts for equipment in this section.

Equipment Repair Records

School: \_\_\_\_\_

Equipment Type/Brand	Barcode	Date Reported/by Whom	Model	Serial Number	Description of Problem

## Equipment Inventory

### Rationale

- Inventory records are maintained for insurance purposes and also to track warranties and repairs
- Such records are also periodically called for by school administrations and boards

### Procedure

Maintain complete equipment records that include basic data such as description, purchase price, purchase date, model number, serial number, and manufacturer for each asset.

- Using a Word Processor or Database program, keep lists of all capital equipment
- It is wise to have one record for each item such as monitors, computers, printers, copy machines, fax machines, terminals, scanners, security systems, de-sensitizers, et al
- For each item, note name, location, brand name, model number, serial number, warranty information
- Repair records can also be kept in the same files and also notes about disposal of equipment
- A copy of such an equipment list should be filed with the school office and/or the site manager for computers
- If possible, it is also wise to keep a warranty and repair card on each piece of equipment large enough. This can be an index card or something larger on which should be the name of the equipment, its purchase date, warranty period, and then space to enter problems and repair dates & details. Reserve these for many problems.

Repair Card sample:

<b>Computer #18</b>	<b>Purchased January 1999</b>	<b>3 year warranty Dell Computer Corporation</b>
<b>Date</b>	<b>Problem</b>	<b>Solution</b>
Feb 1/99	too many errors; had to reformat c:\	done in house





# **SECTION I**

# **STANDARDS**

## **Standards Relating to Program/Facilities**

### **SACS**

The Southern Association of Colleges and Schools has established requirements for the accreditation of public elementary, middle and secondary schools which include expected Library Media Center Services. These standards are based upon the principle that "an effective school provides access to a balanced, up-to-date, and well-maintained collection of library media resources to support the curriculum."

The SACS standards for Library Media Services are available on the Internet in .pdf format at the following sites:

Checklist of Standards for the Accreditation of Elementary Schools

Section 7: Library Media Services

<http://www.sacs.org/elem/standards/elem.pdf>

Checklist of Standards for the Accreditation of Middle Schools

Section 7: Library Media Services

<http://www.sacs.org/elem/standards/middle.pdf>

Commission on Secondary and Middle Schools: Accreditation Standards 2000

Library Media Services

<http://www.sacs.org/pub/sec/Library%20Media%20Services.htm>

### **School Facilities Guidelines, South Carolina Department of Education**

Space requirements for school library media centers have been established by the South Carolina Department of Education. These requirements are listed in the *School Facilities Planning and Construction Guide*, page 19. This publication is available in the Anderson School District One office or by contacting the South Carolina Department of Education.

## **School Administrators Guide: Statutes and Regulations, South Carolina Department of Education**

The School Administrator's Guide: Statutes and Regulations can be found in the building administrator's office.

### **Catalyst: Setting the Standards for Student Achievement through School Library Media Centers**

"Current education initiatives in South Carolina call for school library media programs that support, complement, and enhance the educational philosophy and goals established in each school and district. South Carolina's curriculum frameworks, the academic standards, and *The South Carolina System for Assisting, Developing, and Evaluating Professional Teaching (ADEPT): Performance Dimensions for Library Media Specialists* support a new mission for school library media programs and encourage expanded collaborative roles for school library media specialists. *Catalyst: Setting the Standards for Student Learning through School Library Media Centers* addresses the school library media program in the broadest perspective. The school library media program in each school will champion unique curriculum components and support school renewal plans and district strategic plans. This document reflects the principles defined in the 1998 publication from the American Library Association and the Association for Educational Communications and Technology, *Information Power: Building Partnerships for Learning*. Each school and district is encouraged to use *Information Power* and this publication, *Catalyst*, to ensure a strong collaborative role for the library media program as our schools continue to change, grow, and improve. This document is intended to assist in planning and administering a school library media program that promotes educational excellence for all students."

In the forward to Catalyst: Setting the Standards for Student Achievement through School Library Media Centers, Inez Tenebaum (State Superintendent of Education) states, "The purpose of this document is to provide a guide for the educational community in establishing, enhancing, and supporting these information resource centers." The complete document can be found on the Internet at:

<http://www.myschools.com/offices/technology/ms/lms/catalyst.pdf>

## **Student Learning Standards**

### **South Carolina Academic Standards**

The South Carolina Academic Standards were adopted by Anderson School District One and are available on the server for each school and should be accessed from the district web page. Additionally, the standards are also available on the Internet at: [http://www.myschools.com/offices/cso/Standards\\_Page.htm](http://www.myschools.com/offices/cso/Standards_Page.htm). There is also a hard copy for each area in the Media Center.

## Information Literacy Standards for Student Achievement

*Standard 1:* The student who is information literate accesses information efficiently and effectively.

*Standard 2:* The student who is information literate evaluates information critically and competently.

*Standard 3:* The student who is information literate uses information accurately and creatively.

### Independent Learning

*Standard 4:* The student who is an independent learner is information literate and pursues information related to personal interests.

*Standard 5:* The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

*Standard 6:* The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

### Social Responsibility

*Standard 7:* The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.

*Standard 8:* The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

*Standard 9:* The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

Source:

American Association of School Librarians and Association for Educational Communications and Technology. ***Information Power: Building Partnerships for Learning.*** Chicago: American Library Association, 1998.

**Standards Alignment:**  
**Information Literacy Standards for Student Learning and the South Carolina Curriculum Standards (March 2001)**

“These documents were prepared by a group of South Carolina library media specialists to assist classroom teachers and library media specialists in integrating information literacy skills into the state's standards-driven curriculum.

Standards for each of the four core curricular areas (English/language arts, mathematics, science, and social studies) are aligned with the national Information Literacy Standards for Student Learning. These alignments are presented in two ways. In the first set of documents, the curriculum standards for each area are listed in the first column with information literacy standards that align with those standards in the second column. In the second set of documents, the information literacy standards are listed in the left column and numbers for the curriculum standards that align with each of them are listed in the right hand column.”

The complete document is available on the Internet at: <http://aim.deis.sc.edu/scasl/>

## **International Society for Technology in Education (ISTE) National Technology Standards**

“The primary goal of the ISTE NETS Project is to enable stakeholders in PreK-12 education to develop national standards for educational uses of technology that facilitate school improvement in the United States. The NETS Project will work to define standards for students, integrating curriculum technology, technology support, and standards for student assessment and evaluation of technology use.”

The entire document is available on the Internet at: <http://cnets.iste.org/>

## **Secretary’s Committee on Achieving Necessary Skills (SCANS)**

### **Background**

“In 1990, the Secretary of Labor appointed a commission to determine the skills our young people need to succeed in the world of work. The commission's fundamental purpose was to encourage a high-performance economy characterized by high-skill, high-wage employment. Although the commission completed its work in 1992, its findings and recommendations continue to be a valuable source of information for individuals and organizations involved in education and workforce development.”

SCANS documents are available on the Internet at: <http://wdr.doleta.gov/SCANS/>



# **SECTION J**

# **CONTACT INFORMATION**

Insert the following directories here:

School Telephone Directory

School Improvement Council Members Contact Information

PTO/PTA Officers and Board Members Contact Information

District Library Media Specialists Directory

## South Carolina Department of Education

The following is a listing of frequent contacts through the South Carolina Department of Education. It is by no means a complete listing. The entire directory is available at <http://www.myscschools.com/PublicInformation/staffdirectory.cfm?list=1>.

Alewine, Martha  
Library Media Services - Office Of Technology  
Phone: 803-734-6293  
E-mail: malewine@sde.state.sc.us

Bryan, James  
Social Studies/SC Council on the Holocaust - Office of Curriculum and Standards  
Phone: 803-734-0322  
E-mail: jbryan@sde.state.sc.us

Jamison, Betty  
Instructional Television, Office of Technology  
Phone: 737-3247  
E-mail: bjamison@sctv.org

Lee, Suzette  
Governor's Institute of Reading - Office of Curriculum and Standards  
Phone: 803-734-6103  
E-mail: slee@sde.state.sc.us

# **SECTION K**

  

# **POSITION STATEMENTS**

# **SECTION L**

# **FORMS**

# **SECTION M**

# **NOTES**

# **SECTION N**

  

# **TEACHER**

  

# **HANDBOOK**