



**Clausell Elementary
School
Library Media Center
Policies and
Procedures Manual**

Adopted 2017-2018

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Mississippi School Library Vision Statement

Create collaborative relationships between schools librarians and classroom teachers which transforms the school library program into a support system that strengthens the curriculum by bridging the information literacy gap.

Mississippi School Library Mission Statement

The mission of Mississippi's school library programs is to assist in providing a quality education for every child by:

- Encouraging lifelong information literacy and learning through reading and inquiry.
- Providing an inviting, dynamic environment in which students and staff become learners capable of accessing, evaluating, applying, and sharing information independently.
- Providing real and virtual access to appropriate, high-quality resources (print/non-print and digital formats) and services that support and enhance teaching, literacy, and learning during and outside the school day.
- Participating in curriculum development and design of learning activities.
Facilitating professional development for the learning community.

Mission Statement of Clausell Elementary School Library Media Center

The mission of Clausell Elementary School Library Media Center is to ensure that students are effective users of ideas and information. The library media center strives to provide the school community with a wide range of materials on appropriate levels of difficulty that will encourage growth in knowledge, establish a life-long love of reading, and foster information literacy.

Vision Statement

The vision of the Clausell Elementary School LMC is to provide a welcoming environment that offers a balanced collection to serve the needs of all of its users

Statement of Philosophy

The school Library Media Specialist (LMS) is an integral part of the total educational team that prepares students to be successful members of a global society. The Library Media Center (LMC) strengthens student learning and serves as a resource for the school community. The school Library Media Specialist collaborates with classroom teachers to integrate curricular concepts, information skills, and research strategies. The LMC's program adequately supports the District's curriculum.

Goal of Clausell Elementary School Library Media Center

The goal of the Clausell library media center is to promote a love for reading that will develop an appreciation for books to become information literate and effective life-long readers. Clausell Elementary School Media Center strives to provide patrons with materials that will enrich and support the educational program of the school. It is the responsibility of the school media center to provide a wide range of materials on different levels of difficulty, with diversity of appeal, and representing different points of view. The inclusion of any item in a collection does not necessarily mean that the media center or school advocates or endorses the contents of that item.

Objectives

The goals of the media specialists are;

1. To teach students to access, evaluate, and use information.
2. To maintain a well-balanced collection of media appropriate to the needs of the school.
3. To provide assistance in locating and using instructional materials.
4. To promote instruction in information literacy to students and faculty.
5. To provide planned instructional materials that will stimulate growth in factual knowledge and literary appreciation.

Budgeting Procedures

Each school year, the Librarian will develop a Proposed Budget based on the needs of the Library Media Center. These needs will be determined by: Advocacy Committee recommendations, student and staff needs assessments, observation, collection development policy, and automated system reports. The Librarian will submit this proposed budget to the Administrator for approval. The Librarian will obtain a copy of the current year's budget from Marathon and keep in a separate Budget binder. The Librarian will maintain all receipts and purchase orders from the purchases made using the Library budget strings. The Librarian can only purchase materials for the benefit and improvement of the Library Media Center.

Needs Assessments

The Librarian will create a needs assessment for both students and staff to assess the needs of the Library Media Center. They will administer this assessment two times a year (Fall/Spring). The results of the Needs Assessments will be maintained in the Policy and Procedures Handbook for future use. The results of these needs will be shared with the Library Advocacy Committee to determine ways to meet them. The results will also be used when purchasing new items for the library collection as well as supplies.

Scheduling

Students in Kindergarten-5th grade visit the library once a week on a rotation schedule. Pre-Kindergarten students visit the library two times a week. The students visit to read and listen to stories, practice library skills, use technology, and check out books. The students may check out one book for a period of one week or longer if needed.

Library Media Center Hours of Operation

Clausell Elementary School Media Center is open from 7:30 a.m. until 3:30 p.m. every school day. Students in 1st- 5th grades may visit the library from 7:30 a.m.-8:00 a.m. each morning to check out books and take tests on the Accelerated Reader program. Students in 1st -5th grades may check out books during scheduled times with their class. Faculty members are welcome to browse and pick up materials in person or notify the librarian via a Teacher Request Form, email, note, or student messenger.

Circulation Policies

Student Checkout

Kindergarten -5th grade students may check out one book per library visit. Materials are due back in one week to exchange, or may be renewed for an additional week as long as no has requested the title. Special permission for more materials may be granted when necessary for an assignment.

Staff Checkout

Faculty may check out unlimited numbers of materials as long as needed. Periodicals, audio visual materials, and equipment must be signed out at the circulation desk, if taken outside the library media center. Items should be returned after use so that others may use them.

Reference Materials

Reference materials are to be used by students in the library media center. Teachers may check out reference materials for use in the classroom when necessary.

Professional Collection

Professional collection may be checked out by staff with unlimited usage but should be returned after use so that others may use them.

Audio Visual Materials/Equipment

Students are not allowed to check out audio visual materials or equipment. Teachers may check out audio visual materials for use in the classroom.

Periodicals

Magazines and newspapers are not to be taken out of the library media center by students, but may be checked out by faculty members. Only current issues are displayed. Back issues must be requested at the circulation desk.

Overdue Materials

Overdue notices are sent home periodically. There are no fines for overdue books.

Lost and Damaged Books

If a book is lost or damaged, the book must be paid for before additional books can be checked out. The replacement cost of the book is quoted on the overdue notice. Payment for a lost book is reimbursed should the book be found and returned in good condition. Students who owe money to the library lose their privilege for borrowing more materials and will not receive their final report card.

Selection Policy

The needs of the Clausell Elementary School Media Center are based on knowledge of the curriculum and of the existing collection. These needs are given first consideration in the selection of materials used to enhance the classroom curriculum. Selection is based on student and staff survey results, advocacy committee recommendations, as well as extensive consultation between the librarian and the teachers; close communication is essential in developing a collection that is relevant to the curriculum. Requests for purchases are always welcome. The librarian is responsible for selecting materials, building and maintaining the collection.

Selection Criteria

The following criteria are recommended as a guide to selecting the best resources for the library media center:

- Literary and artistic excellence
- Lasting importance or significance to a field of knowledge
- Support of the curriculum and educational goals of the school
- Favorable recommendations by educational professionals
- Reputation and significance of the author, illustrator, or publisher
- Timeliness of the material
- Contribution to the diversity of the collection
- Appeal to media center patrons
- Suitability for intended use

Selection Tools

The librarian consults reputable, unbiased, professionally prepared review sources such:

- The School Library Journal
- The New York Times Book Review
- Horn Book
- Booklist

Challenged Materials Policy (JPS Policy)

Any resident or employee of the school district may formally challenge library materials used in the district's school library program on the basis of appropriateness. This procedure is for the purpose of considering the opinions of those persons in the schools and the community who are not directly involved in the selection process. Challenged materials should be brought to the attention of school personnel and tried to be resolved informally. If the complainant wishes to file a formal challenge, a copy of the district Selection of Library Material Policy and request for Reconsideration of Library Materials form should be handed and mailed to the party concerned by the library media specialist or building administrator. Upon receipt of a request for formal reconsideration of library material, the building administrator will appoint a reconsideration committee. The committee shall review the challenged material and judge whether it conforms to the principles of selection outlined in the district's Selection of Materials policy.

Evaluation and Weeding

The library's collection will continually be evaluated in accordance with curriculum changes, new material formats, interests and needs of users, and changing instructional methods. Weeding is essential to maintain a relevant and attractive collection. Appropriate measures will be taken to dispose of discarded materials. Materials will be removed from the collection when items:

- Are no longer needed to support the curriculum or student or faculty interests
- Are superseded by more current information
- Are in poor physical condition
- Contain obsolete subject matter
- Contain inaccurate information
- Have low circulation statistics

Donations and Gift Policy (JPS Policy)

Occasionally gifts of library materials are offered to schools. For acceptance, these materials should meet the same standards for use as do materials purchased by school district. Gift materials shall be judged by the criteria outlined and shall be accepted or rejected by those criteria.

Cataloging and Processing

The following should take place as soon as possible to ensure that materials are made available to students and teachers as soon as possible:

- When materials are received, they should be opened, checked, and prepared for processing.
- Check the packing slip against the purchase order. After all items have been accounted for, sign the packing slip and make a copy. One copy should be given to the Office Manager and the other copy should be placed in the Budget binder.
- If the materials are pre-labeled by the vendor, then add the MARC records into the circulation system following their directions for our specific automation system. Double check the information in the MARC record to ensure that the book and record match.
- If materials do not have barcodes and spine labels, then place the barcodes on the books and create a spine labels that correctly indicates where the book is located.
- Add additional information such as a reading program levels.
- Also stamp the material with the school library's stamp.
- Shelf the item in the correct location or on a special display that showcases new arrivals.
-

Book Maintenance and Repair

Repair Principles:

- Books to be repaired: Books that contain torn or loose pages, worn spines and covers, loose hinges, or detached covers
- Books to be discarded: Books that do not warrant the time or expense to repair. These may include books with yellow, crumbling pages, missing pages, out-of-date information, or lack of relevance to the collection.
- Catch damage early as students check books into the library. Teach students or volunteers how to repair minor damage.
- Sort books by type of damage. It is more efficient and cost-effective to repair similar damage.
- Work systematically to make sure that books are repaired correctly. (Remove the book jacket; Mend torn pages or reattach loose pages; Repair cover; Clean the book jacket cover or insert jacket into a new cover)

Requests

Because the media center strives to support the curriculum needs of the patrons, faculty members are strongly encouraged to take an active role in media center purchase. Requests for purchase are always welcome. A collection development questionnaire is given to all faculty members at the beginning of each school year. The faculty is asked to give suggestions for materials based on genre, topics, or concepts that they need to support their instructional program. These questionnaires are used to aid in the selection process.

Patron Request

Whenever a faculty, staff, or students have a recommendations for books, periodicals, or software that they feel should be added to the library media collection, they should notify the library media specialist immediately and make their request. A hard copy is located in the Appendix. (Appendix A)

Acceptable Use and Internet Safety Policy (JPS Board Policy JIAA)

With the spread of telecommunications throughout society, including the educational environment, the Board recognizes that students and employees will shift the way they access and transmit information, share ideas, and communicate with others. As schools and offices are connected to the global community, the use of new tools and technologies brings new responsibilities as well as opportunities. Network resources are intended for educational purposes and to carry out the legitimate business of the school district. The Board expects all users of the district's computing and network resources, including electronic mail and telecommunications tools, to utilize these resources appropriately. At the beginning of each year, students and parents must sign the *Acceptable Use and Internet Safety Policy Form* that is located in the back of the Student Code of Conduct and Handbook. This form will be returned to the school and kept on file in the school office. A copy of the form can be found in the Appendix. (Appendix B)

Computer Use Guidelines

- Students must have signed and returned the Internet Acceptable use Policy in order to use the Internet.
- Students may use the Internet only for research and educational purposes. Students may not check personal e-mail, play recreational games, use instant messaging, and visit chat rooms or social network sites.
- Students may also use the computers in the library to search **Alexandria (an automated card catalog)** to search for books in the library and take Accelerated Reader tests.
- Students must ask for permission before printing.
- If a student accesses an inappropriate site, the student will lose all privileges to the computers for the remainder of the year.

Copyright and Fair Use

Copyright provides legal protection for original creative works, including, but not limited to poetry, movies, video games, videos, plays, paintings, sheet music, recorded music performances, novels, software code, sculptures, photographs, choreography and architectural design. Copyright holders, and those they authorize, have several rights afford to them, including:

- Public display or performance of work
- Reproduce the entire work or parts of it
- Distribute copies of the work
- Derive works, such as translations or dramatizations

Copyright protection has limitations and exceptions. Fair Use allows copyrighted materials to be used under certain guidelines, without the copyright holder's permission, for purposes such as news reporting, teaching, research, criticism, and parody. Fair Use consideration includes four factors:

1) Purpose and character of use 2) Amount of work to be used 3) Nature of the work 4) Effect of any use on the market for the work

Detailed guidelines can be found in the Appendix. (Appendix C)

Librarian Responsibilities

A librarian has a very important role in the school setting. Responsibilities of the librarian include:

- Providing a welcoming and respectful climate in the school library.
- Developing a vision, a mission, and long and short term goals for the school library program with input from administrators, teachers, and students.
- Developing a scheduling policy which provides open and flexible access for all students and teachers. Providing orientation and instruction for students and faculty in the use of the library's materials and equipment.
- Collaborating with teachers to plan and implement instructional units integrating the resources of the library with the classroom curriculum.
- Providing instruction and resources to reach diverse student needs.
- Ensuring that students have access to the library for class-related research, individual investigation, independent reading, and personal inquiry.
- Encouraging reading by maintaining an awareness of students' reading interests and by providing guidance in the selection of appropriate materials.
- Developing and implementing reading initiatives to motivate and engage each student in independent reading.
- Staying current on the latest technologies and their use for teaching and learning.
- Collaborating with teachers to integrate inquiry, 21st century learning standards, and technology skills into the school curriculum.
- Working with the technology coordinator to implement the technology plan for the school.
- Working with technology personnel to maintain working and up-to-date computers, Internet access and other technology peripherals.
- Implementing the use of technology in the school library program management and instruction.
- Providing access to a balanced, up-to-date collection of both print/non-print and digital format materials, including technology, that meet the needs of students and teachers.
- Communicating regularly with administrators, teachers, students, and parents about library resources and programs in various forms (e.g., staff meetings, newsletters, student newspaper, displays, web page).
- Participating in school curriculum planning meetings.

Record/Reports Keeping

Library materials and records are housed and generated through our automation program, *Alexandria*. The program is available for look-up stations in the media center and classrooms. Our collection can be accessed from any JPS computer at: <http://11.10.18.226/7060266>. Our school website www.jackson.k12.ms.us/clausell gives access to students and teachers for links to pertinent educational sites, announcements, and media center events. Electronic records are also housed on the JPS Google Drive folder. Each school has their own folder which houses the following records electronically: Monthly Circulation Reports, Weeding Lists, Facilities Reports, Needs Assessments, Budget Reports, Advocacy Committee Minutes, and other pertinent information. This electronic file sharing allows for efficient accountability and transitions.

Advocacy and Public Relations

The school library program has an established advocacy committee for the school library program within the school and beyond. Advocacy Committee includes: library staff, administrator, teachers, parents, and students. The school library advocacy committee aims to communicate effectively with teachers, students, and family about the library program and available resources. They serve as advocates for the library program in the school and community. The committee will meet 3 times throughout the year to discuss library issues, programs, challenged materials, and activities. Budget and technology decisions are made by the librarian and respective school committees. Throughout the school year, all faculty members are asked and encouraged to submit suggestions for library, media and technology purchases. The school librarian uses a public relations plan to promote advocacy for the school library program. The school librarian uses a variety of communications and methods to publicize the school library and its resources and services. A copy of the Public Relations Plan can be found in the Appendix. (Appendix D)

Opening and Closing Duties

A complete inventory of all catalogued items will be completed at the start and end of each school year.

Inventory Procedure

The LMS will conduct a physical inventory of the items in the Media Center twice a year (Fall/Spring). All items will be scanned into the automated system using the Inventory setting.

Duties of Support Staff and Volunteers

The Clausell Library welcomes volunteers to assist in maintaining the environment and resources. Volunteers will be used to assist in performing the following tasks: helping remove labels from discarded materials, shelf books, make copies, dusting shelves, straightening up shelves, assist with displays, checking in patron books, monitoring patrons during book selections, and other tasks.

Facility Map

A copy of the facility's map can be found in the Appendix. (Appendix E)

Disaster Preparedness

In the event of an emergency, students and staff will follow the JPS School Emergency Management Crisis Plan. A copy of the plan can be found in the Appendix. (Appendix F) We will listen and follow the directions of the administration or designee.

Fire

In the case of a fire, we will proceed to our evacuation route in a quiet and orderly manner to our designated safe place. We will remain in our designated place until directed to do otherwise.

Tornadoes

In the case of a tornado, we will proceed to the hallway in a quiet and orderly manner. Students will get down on their knees with their head against the wall and cover their necks with their hands. We will remain in our designated place until directed to do otherwise.

Earthquake

In the event of an earthquake, students will immediately proceed to get under the tables and hold on until we are directed to do otherwise.

Intruder

In the event of an intruder, the teacher will lock the door and ensure all blinds and windows are covered. Students and teachers will move to the far corner of the Library near the Teacher's Area and remain quiet until directed to do otherwise.

Library Services and Activities Offered

Accelerated Reading

The media center is responsible for the maintenance and support of the Accelerated Reading and STAR programs. Accelerated Reader is an individual reading program that allows each student to excel at his or her own pace and ability level and is designed to increase reading comprehension. The most important goal regarding (AR) is to encourage a love for reading by developing confidence through practice. It allows teachers to set goals, track growth, and monitor comprehension. Teachers are encouraged to allow students to take their AR tests in the classroom. **If time permits**, students will be allowed to take AR tests in the library also. Students are encouraged to bring AR reading log folder to the library. Once a student completes a test, he or she may check out another book if they are in good standing with the library. **(No fines)**. Students in grades 1st-5th participate in these programs. Accelerated Reader tests are available **ONLY** between 7:00-2:30.

Book Fairs

There is generally one book fair held at Clausell Elementary each year. The book fairs are run by the librarian and profit from the book fairs go towards the needs of the library as decided on an annual basis by the librarian. One of the items that is supported is the Accelerated Reader program. The funds will always be used for library needs and will directly benefit the students at Clausell Elementary.

Pizza Hut Book It! Program

BOOK IT! motivates children to read by rewarding their reading accomplishments with praise, recognition and pizza. The program is simple, flexible, fun and free to use in your classroom! BOOK IT! was created in 1984 and currently reaches more than 14 million students and 37,000 K-6 grade schools annually. Teachers can set a reading goal for each child in the class. When they meet their monthly goal, you get to recognize them with a Reading Award Certificate, good for a free one-topping Personal Pan Pizza®. Teachers can set goals based on your students' reading ability. Number of minutes, number of pages or number of books – they all work! For children not yet reading independently, you can set a goal where their parent or others read to them.

Reading Fair

A local reading fair is held in the fall annually. This allows students to create a storyboard display of their favorite book. Students are given a set of rules and regulations to follow based on MDE Reading Fair guidelines. The projects will be judged by community partners. The overall winner in each division will go on to represent Claiborne in the District Reading Fair. For more information please visit <http://www.mde.k12.ms.us/ESE/LM/reading-fair>

Library Bill of Rights

The American Library Association's Library Bill of Rights serves as the library profession's interpretation of the First Amendment of the U.S. Constitution. A school library program is founded on a commitment to the right of intellectual freedom. It is the responsibility of the school librarian to ensure that the collection is age and content appropriate, is relevant to the curriculum, and represents the diversity of the school and community served.

1.5 Freedom to Read

In addition to providing a foundation for selection and/or collection development policies, The Freedom to Read statement provides a reminder that open communication is necessary in a free society and creative culture. Librarians help ensure that students have access to information covering a wide range of issues and viewpoint

Literacy Standards

The American Association of School Librarians' (AASL) Standards for the 21st Century Learner offer a vision for teaching and learning to guide our profession. The learning standards begin by defining nine foundational common beliefs:

- Reading is a window to the world.
- Inquiry provides a framework for learning.
- Ethical behavior in the use of information must be taught.
- Technology skills are crucial for future employment needs.
- Equitable access is a key component for education.
- The definition of information literacy has become more complex as resources and technologies have changed.
- The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.
- Learning has a social context.
- School libraries are essential to the development of learning skills.

The standards describe how learners use skills, resources, and tools to:

1. Inquire, think critically, and gain knowledge.
2. Draw conclusions, make informed decisions, and apply knowledge to new situations and to create new knowledge.
3. Share knowledge and participate ethically and productively as members of our democratic society.
4. Pursue personal and aesthetic growth.

Teacher Request Form

Library Monitoring Resource Type - General Collection; Reference Collection;
Electronic Collection; Budget
Librarian Growth Rubric - Standard 3; 6; 10
School Library Guide - Section 2.3, 4, 6.2



Teacher Information

Teacher Name:	
Grade Level:	School Year:
Subject Area:	

Do you have any recommendations for books, periodicals, or electronic resources that should be added to the School Library's Collection?

REMINDERS:

- ★ Classroom sets cannot be purchased using library funds. Only 5 copies per title can be ordered.
- ★ DVDs and CDs must connect to the curriculum standards and meet copyright regulations.

<u>Resource Type</u>	<u>Title</u>	<u>Author</u>	<u>Cost</u>

PARENT FORM C

JACKSON PUBLIC SCHOOL DISTRICT STUDENT ACCEPTABLE USE AND INTERNET SAFETY CONTRACT (BOARD POLICY JIAA)

Student's Name _____ School _____

Home Address _____ Home Phone _____

Student Agreement

As the student, I certify that I have read the District's Acceptable Use and Internet Safety Policy. I understand and agree to follow all of the terms and conditions of the policy. I understand any violation of the district policy will result in the temporary or permanent loss of network and/or Internet access and/or my user account; may result in other disciplinary action; and may constitute a criminal offense. I agree to report any misuse of the Internet resources to the appropriate network administrator. In consideration for the privilege of using the district's computers, network, and Internet access, I hereby release and hold harmless the district and its employees, from any and all claims and damages of any nature arising from my use, or inability to use, the district's computers, network, or Internet access.

Printed Student's Name

Student's Signature

Date

Parent Agreement

(For students under age 18)

As the parent or legal guardian of the above student, I have read, understand, and agree that my child or ward shall comply with the terms of the Jackson Public School District's Acceptable Use and Internet Safety Policy for the student's access to the Jackson Public School District's computer network and the Internet. I understand that access is being provided to the student for educational purposes only. Although the district will utilize filtering software or other technologies to prevent students from accessing unacceptable content through the network or Internet, I understand that it is impossible for the school to restrict access to all offensive and controversial materials and understand my child's or ward's responsibility for abiding by the policy. I am, therefore, signing this contract and agree to indemnify and hold harmless the school, the Jackson Public School District, the administrators, and teachers against all claims, damages, losses, and costs, of whatever kind, that may result from my child's or ward's use of his or her access to such networks or his or her violation of the district's policy. I hereby give permission for my child or ward to use the approved account to access the computer network and the Internet.

Printed Parent's Name

Parent's Signature

Date

THIS SIGNED FORM SHOULD BE KEPT ON FILE IN THE SCHOOL OFFICE.

Copyright and Fair Use

Library Monitoring Resource Type - Electronic and Internet Resources

Librarian Growth Rubric - Standard 13

School Library Guide - Section 6.3



Copyright and Fair Use

Copyright provides legal protection for original creative works, including, but not limited to poetry, movies, video games, videos, plays, paintings, sheet music, recorded music performances, novels, software code, sculptures, photographs, choreography and architectural design. Copyright holders, and those they authorize, have several rights afford to them, including:

- Public display or performance of work
- Reproduce the entire work or parts of it
- Distribute copies of the work
- Derive works, such as translations or dramatizations

Copyright protection has limitations and exceptions. Fair Use allows copyrighted materials to be used under certain guidelines, without the copyright holder's permission, for purposes such as news reporting, teaching, research, criticism, and parody. Fair Use consideration includes four factors:

- Purpose and character of use
- Amount of work to be used
- Nature of the work
- Effect of any use on the market for the work

Education purposes do not guarantee permission to copy or distribute work. The following is a chart to help make sure that teachers, students, and school librarians follow the Copyright and Fair Use guidelines.

Work	Fair Use	Violation
Poem	<ul style="list-style-type: none">• Single copy for teacher use.• One copy per student, provided material is brief, spontaneously copied, and meets the four fair use considerations.• Students and teachers may incorporate text into multimedia projects.• Multiple copies allowed of a complete poem, up to 250 words -- no more than two printed pages.• Multiple copies of up to 250	<ul style="list-style-type: none">• Copies used multiple times without permission, not to exceed nine occurrences per class term.• Copies made with the intent to avoid purchase of the selected work.

Copyright and Fair Use

Library Monitoring Resource Type - Electronic and Internet Resources

Librarian Growth Rubric - Standard 13

School Library Guide - Section 6.3



	<ul style="list-style-type: none"> words from longer poems. Copyright and attribution provided. 	
Chapter of a Book	<ul style="list-style-type: none"> Single copy for teacher use. One copy per student, provided material is brief, spontaneously copied, and meets the four fair use considerations. Students and teachers may incorporate text into multimedia projects. Copyright and attribution provided. 	<ul style="list-style-type: none"> Copies used multiple times without permission, not to exceed nine occurrences per class term. Copies made with the intent to avoid purchase of the selected work. Workbooks and consumables may not be copied.
Prose, short story, web, newspaper, or magazine article	<ul style="list-style-type: none"> Single copy for teacher use. One copy per student, provided material is brief, spontaneously copied, and meets the four fair use considerations. Copies of complete work of less than 2,500 words and excerpts up to 1,000 words or 10% of work, whichever is less. For works of 2,500-4,999 words, 500 words may be copied. Students and teachers may incorporate text into multimedia projects. Copyright and attribution provided. 	<ul style="list-style-type: none"> Copies used multiple times without permission. Copies made with the intent to avoid purchase of the selected work.
Artwork or Graphic Image	<ul style="list-style-type: none"> Five images, or fewer, of an artist/photographer in one program or printing and not more than 10% or 15% of images from published collective work, whichever is less. Copyright and attribution provided. 	<ul style="list-style-type: none"> Alteration of image into another form, for other than temporary purposes.
Video	<ul style="list-style-type: none"> The material must be legitimately acquired or purchased by the school. Must be for instructional classroom use, not entertainment. 	<ul style="list-style-type: none"> Multiple copies prohibited. Alteration of video into another form, for other than temporary purposes. The video must be a legitimate copy, not rented or bootleg.

Copyright and Fair Use

Library Monitoring Resource Type - Electronic and Internet Resources

Librarian Growth Rubric - Standard 13

School Library Guide - Section 6.3



	<ul style="list-style-type: none">• Clips used in a multimedia presentation may be 10% or three minutes, whichever is less.• Copyright and attribution provided.	
Music	<ul style="list-style-type: none">• Clips used in a multimedia presentation may be 10% of a composition.• Copyright and attribution provided.	<ul style="list-style-type: none">• Alteration of composition into another form, for other than temporary purposes.• Multiple copies prohibited.
Broadcast television shows	<ul style="list-style-type: none">• Single copy of broadcast may be made, but shown to multiple teachers.• Copy should be shown during the first ten days from air date, up to forty-five days after recording date.• Copyright notice required.• PBS offers extended recording rights of up to one year on most programs.	<ul style="list-style-type: none">• May not be altered.• May not be recorded at the request of an administrator or district.• Multiple copies prohibited

Further Resources

- [A Fair\(y\) Use Tale](#): great tool for teaching students about copyright and fair use
- [Teaching Copyright](#): contains a full curriculum, resources, and quizzes
- [PBS LearningMedia Recording Rights for K12](#): more information regarding PBS guidelines of recording
- [Technology and Learning Copyright and Fair Use Guidelines of Teachers](#): chart to help teachers and school librarians with Copyright and Fair Use guidelines
- [Motion Picture Copyright Law](#): information regarding school umbrella movie license

FAQ

- Workbooks may not be copied
- Do not have to keep original video tape after format shifting to DVD. Audio/Visual items can be format shifted if the video or audio tape cannot be found a new format for a reasonable price.
- Resources from the Web may not be reposted without permission. However, links to the resources can be posted.
- All items must be connected to the College-and-Career Readiness Standards.

Library Public Relations Overview

Library Monitoring Resource Type - Public Relations

Librarian Growth Rubric - Standards 11; 19

School Library Guide - Section 3.8-3.9



Library Information

Grade Levels: PreK-5th	School Year: 2017-18
Public Relations Contact: Bettina Boles	

Public Relations Plan

<p>Goals/ Objectives: (What are your plans this year to promote the library's programs and resources?)</p> <p>1) We will promote the Library during the following events: PTA Meetings, Parent-Teacher Conference Days, and Open House.</p> <p>2) We will host a series of events throughout the school year connected to Literacy: Reading Fair, Read for the Record, Read Across America, Book It! Program, Drop Everything and Read, School Library Month (April), Mississippi Children's Choice: Magnolia Book Award, Picture Book Month (November), and JPS Summer Reading Program.</p>
<p>Target Audience: (Who do you want to reach?)</p> <p>We would like to reach students, staff, parents, and community stakeholders.</p>
<p>Outlets: (How do you want to reach your Target Audience?)</p> <p>We will also utilize the following outlets: JPS Website, JPS Media Relations Good News Form, Clausell Website, Clausell Facebook page, local news media outlets, emails, flyers, announcements over the intercom, displays in the Library.</p>

* This should be created with the help of your Library Advocacy Committee and the Public Relations contact for your school or school district. Find more information regarding Public Relations by visiting www.ala.org/aasl/advocacy/tools/toolkits/promoting.

Clausell Elementary School Library

Diagram



