Library Audits

Deep Dive into the Library Monitoring Rubric

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EDUCATION

1 — **ALL** Students Proficient and Showing Growth in All Assessed Areas

2 — **EVERY** Student Graduates from High School and is Ready for College and Career

3 — **EVERY** Child Has Access to a High-Quality Early Childhood Program

4 — **EVERY** School Has Effective Teachers and Leaders

5 — **EVERY** Community Effectively Uses a World-Class Data System to Improve Student Outcomes

6 — **EVERY** School and District is Rated "C" or Higher

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VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

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Reading is an **active**, **imaginative act**; it takes work.

Children who read 3,000 words per day will be in the **top 2%** of standardized tests.

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Overview

Library Monitoring Rubric

No. 1

Library audits only occur during a **FULL** district audit

No. 2

COMPLETE rubric is located on MDE library website

No. 3

CONNECTED to AASL National School Library Standards

No. 4

Serves to **OPEN** communication between librarian and administration

2.3: The school district employs in each school a licensed librarian or media specialist who devotes no more than one-fourth (¼) of the workday to library/media administrative activities. {Miss. Code Ann. § 37-17-6(3)(a-e)}

2.3.1: If the student enrollment is 499 or less, a half-time licensed librarian or media specialist is required.

2.3.2: If the student enrollment is 500 or more, a full-time licensed librarian or media specialist is required.

3: The school district implements an annual, formal personnel appraisal system for licensed staff that includes assessment of employee on-the-job performance. {Miss. Code Ann. § 37-3-46(b)}

3.6: Administrators who rate as school-level administrators, counselors, librarians, and teachers, and teacher-observers shall complete an MDE-approved Professional Growth System (PGS) training.

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18: Each school has a library media center. Refer to the current edition of the Mississippi Public and Nonpublic School Library Guide. {Miss. Code Ann. § 37-17-6(3)(a-e)}

18.1: Each school has a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology.

18.2: The library staff offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students.

MS School Library
Guide and Resources

Monitoring Rubric

DOMAIN I: LIBRARY COLLECTION

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

Evidence: *Collection Statistics; Training Documents; OPAC Lessons*

Minimum Requirements	Progressive (Minimum +)
☐ Circulation/Cataloging Capacity	☐ 2 management computers
☐ Librarian Management computer	☐ Online access to materials available in the school library throughout the school facility/remote sites
☐ Barcode scanner	☐ Remote circulation and inventory capabilities
☐ Online access to materials available in the school library	
☐ All equipment and materials cataloged	
☐ Cataloging, processing, and shelving of resources according to the Dewey Decimal Classification System	
☐ Teacher and student OPAC (Online Public Access Catalog) training	
☐ Inventory capabilities	

Organized by **3 DOMAINS**

Includes **12 STANDARDS**

Examples of **EVIDENCE**

Contains **REQUIREMENTS**

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Organization

Monitoring Rubric Data

DO NOT collect items in a box throughout the year.

Pictures or photo albums are **NOT** required as evidence.

Using computer files or cloud storage is a great way to organize and store digital documents.

A binder or folder is a great way to collect and organize reports and other information.

Use whatever type of organization process the helps locate information quickly.

Library Policies and Procedures

Library Monitoring Rubric	**2.3 School Library Policies and Procedures**: A library handbook of library policies and procedures shall be developed, adopted, and used in each library. The handbook shall include procedures concerning circulation, maintenance, inventory of materials, and weeding of the collection.
Librarian Growth Rubric	**Domain III Library Culture and Learning Environment Standard 7:** Resources are selected according to the principles of the *School Library Bill of Rights* and *Intellectual Freedom* and provides access to information in consideration to students' needs, abilities, and diversity.
School Library Guide	**Section 1.4:** Intellectual Freedom; **Section 1.5:** Freedom to Read; **Section 4.1:** Understanding Collection Development; **Section 4.5:** Weeding of Collection Resources; **Section 4.6:** Challenged Materials; **Section 4.7:** Cataloging and Processing; **Section 6.5:** Librarian Evaluation; **Section 6.9:** Policies and Procedures Handbook
Examples of Evidence	o Cataloging and Processing Policies o Circulation Policy o District Policies o *Library Bill of Rights and Intellectual Freedom* Policies and Procedures Manual

Organized by **7 CATEGORIES**

Includes **AUDIT** connections

Includes **PGS** connections

Includes **GUIDE** sections

Examples of **EVIDENCE**

Category 1

Library Collection

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

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

Evidence

- ✓ Collection Statistics
- ✓ Training Documents
- ✓ OPAC Lessons

Pontotoc High School Library
123 N Main Street Pontotoc, MS 38863

09/06/2017 01:16 PM

Holdings By Item Report Class

Category / Class	Have	Lost	Out	In	Reserve	Cost	Cost Average	Copyright Average
000	86	7	0	86	0	$657.43	$25.29	1995
100	61	15	1	60	0	$676.84	$18.80	1992
200	88	12	0	88	0	$718.38	$16.71	1982
300	722	45	31	691	0	$9,455.03	$22.30	1995
400	70	17	0	70	0	$376.96	$17.13	1983
500	319	36	1	318	0	$3,606.91	$23.27	1988
600	470	31	2	468	0	$4,984.14	$21.96	1992
700	429	32	5	424	0	$4,760.95	$23.45	1988
800	376	25	0	376	0	$2,451.24	$20.95	1982
900	650	46	0	650	0	$4,051.30	$20.78	1983
Audiocassettes	1	0	0	1	0	$10.00	$10.00	1994
Biography	718	35	50	668	0	$5,666.47	$19.95	1984
CD	3	0	0	3	0	$35.00	$11.67	2000
CD ROM	1	0	0	1	0	$25.00	$25.00	2011
DVD	212	3	18	194	0	$3,794.07	$18.60	2005
eBook	6	0	0	6	0	$75.00	$15.00	2012
Fiction	1,610	182	58	1,552	1	$20,601.49	$15.82	2001
Kits	1	0	0	1	0	$0.00	$0.00	2010
Mississippi Writers	9	0	0	9	0	$213.00	$26.63	1994
Reference	366	0	1	365	0	$12,304.83	$73.24	1984
Short Story HS	55	14	0	55	0	$345.66	$10.17	1984
Teacher Resource	55	9	0	55	0	$371.18	$23.20	2005
Total:	**6,308**	**510**	**167**	**6,141**	**1**	**$75,180.88**	**$21.64**	**1991**

LESSON 1   INTRODUCTION (Library)

Objective
- Identify parts of a book: spine, publisher, and call number.

Materials
- Online review game site or slideshow presentation
- Poster or handout of the parts of a book

Duration
- 1 class period (includes time for students to check out books if necessary)

TASKS
1. Describe the parts of the book – spine, publisher, and call number.
2. Model how to play the interactive quiz game so that students understand how to be respectful while having fun with the game.
3. Play the game where students will select the correct answer after the part of the book has been shown.
4. Teach this lesson using either a slideshow presentation or an online review game site (e.g., Kahoot, FlipQuiz, or Quizizz).

Lesson Plans for School Libraries ▶ 18

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

- A goal of 10 books per student that are in good condition and that support the school's instructional program and provide titles for pleasure reading
- A well-balanced, diverse collection that is both age and content appropriate

Evidence

✓ Historical Collection Report

✓ Weeding Report

✓ Requisitions

✓ Collection Development Plan

HINT: Age and Use is more important than the number of books.

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

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

Evidence

✓ Reference Lessons

✓ Weeding Report Requisitions

✓ Collection Development Plan

LESSON 1: INTRODUCTION (MS STUDIES)

Objective
- Students will demonstrate an ability to show understanding of how the cultural and historical context influenced the blues and use search skills and technology tools to find and share information.

Duration
- 2 class periods

Materials
- Computers with internet access
- "Depot Blues"
- Reading materials from the *Library of Congress*

Tasks
1. Provide students with articles from *Library of Congress* to read independently and student will listen to the music links embedded in the articles.
2. Once they have read the articles, students will post comments or questions on a online discussion board platform. The discussion board will lead into a broader discussion of the birth of the blues in Mississippi.
   a. Students will also answer specific questions regarding the reading and listening samples. Questions may include: (1) When and where did the blues originate? Or (2) What subjects were used in the blues?
3. **Optional:** Students can create a pathfinder containing other available resources that can be added to the school library's online system through the "resource list" function.

LESSON 2: RESEARCH (LIBRARY)

Objective
- Students will improve their database and web search skills and create online playlist of musical selection.

Duration
- 2 class periods

Materials
- Computers with internet access
- List of Mississippi blues musicians
- Pathfinder curated by school librarian
- YouTube Playlist Instructions

Deskins, Liz. Content-Area Collaborations for Secondary Grades. ALA Editions, 2020. 3

Resource	Elementary (Prek-5)	
Encyclopedia, General	• At least 1 or more online general, grade-level appropriate encyclopedia (MAGNOLIA) **AND** • 1 current set of print, not older than 5 years	• At le... le... (M...
Dictionaries	• Electronic access to online dictionary **AND** • Up to 5 copies of recent, appropriate dictionary **AND** • Foreign language dictionaries available for languages taught or spoken in the school and represented by the community	• El... A... • Up... di... • Fo... fo... sc... co...
Atlases	• 1 Globe **AND** • 1 US Atlas **AND** • 1 World Atlas **AND** • Electronic access to online atlas and map resources (MAGNOLIA)	• 1 • 1 • El... re...
Almanacs	• 1 general, appropriate almanac **AND** • 1 state almanac, latest edition available	• 1 • 1
Thesaurus	• Electronic access to online thesaurus **AND** • Up to 5 copies of a standard thesaurus	• El... • Up...
Biographical Resources	A print or digital biographical reference source of each of the following groups: (MAGNOLIA) • Americans of current and historical interest,	A print ... of each ... • Ar... in...

HINT: Age and Use is more important than the number of books.

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Collection **shall** include internet resources, MAGNOLIA, audio/visual, technology, and/or digital and ebook subscriptions.

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

Evidence

- ✓ Websites

- ✓ Trainings and Lesson Plans

- ✓ CD/DVD Curriculum Connection

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

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

Evidence

- ✓ Promotion of Professional Development Resources
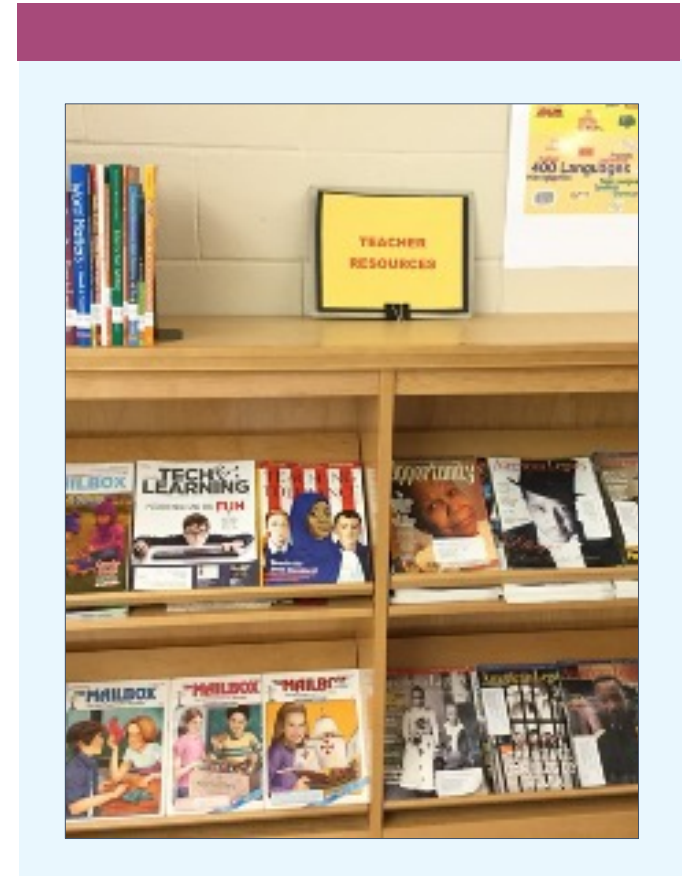
Category 2

Library Management

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

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

Evidence

- ✓ Library Schedule (Standard 2.3)
- ✓ Job Description
- ✓ Other Assigned Duties
- ✓ Inventory Report

2.4 LIBRARIAN RESPONSIBILITIES

School librarians work with both students and teachers to facilitate access to information in a wide variety of formats, instruct students and teachers how to acquire, evaluate and use the information and the technology needed in this process and introduce children and young adults to literature and other resources to broaden their horizons.

Library Environment
- o Providing a welcoming and respectful climate in the school library
- o Arranging the library for a variety of uses by large groups, small groups, and individuals

Library Program
- o Developing a vision, a mission, and short- and long-term goals for the school library program with input from administrators, teachers, and students
- o Providing orientation and instruction for students and faculty in the use of the library's materials and equipment
- o Encouraging reading by maintaining an awareness of students' reading interests and by guiding the selection of appropriate materials
- o Developing and implementing reading initiatives to motivate and engage each student in independent reading

Collaboration
- o Collaborating with teachers to plan and implement instructional units integrating the resources of the library with the classroom curriculum
- o Providing instruction and support to reach diverse student needs
- o Ensuring that students have access to the library for class-related research, individual investigation, independent reading, and personal inquiry
- o Participating in school curriculum planning meetings
- o Knowing state and school-wide test results concerning proficiency in the library and information literacy skills

SCAN to learn more about how to build partnerships.

School Library Guide 14

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

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

Evidence

- ✓ SMART Goals
- ✓ Teacher and Student Surveys
- ✓ Teacher Request Completed
- ✓ Evaluation
- ✓ PGS Training

STUDENT LEARNING OUTCOME

Library Monitoring Rubric - Section 2.2
Librarian Growth Rubric – Standard 1
School Library Guide - Section 3.6

SCHOOL YEAR _____ GRADE LEVEL(S) _____

DIRECTIONS: This form is a tool to assist school librarians in setting a SMART goal that results in measurable learner progress. The SMART goal should be collaboratively developed by the school library advocacy committee. Student Learning Outcomes are due to administrators by the end of September of each school year.

SETTING Describe the population and any special learning circumstances

Main Criteria	Element	Description
	Essential Question: What is the most important knowledge/skill(s) I want my students to attain by the end of the school year?	
	Objective Statement	
PRIORITY OF CONTENT	Rationale	
	Aligned Standards	
	Essential Question: Where are my students now (at the beginning of school year) with respect to the objective?	
	Baseline Data/ Information	
	Essential Question: Based on what I know about my students, where do I expect them to be by the end of the school year and how will they demonstrate their knowledge/skills?	
RIGOR OF TARGET	Target(s)	
	Rationale for Target(s)	
QUALITY OF EVIDENCE	Evidence Source(s)	
	Supporting Data	

Student Learning Outcome ➢ 1

LIBRARY PROGRAM GROWTH PLAN

Library Monitoring Rubric - Section 2.2
Librarian Growth Rubric - Standard 1
School Library Guide - Section 6.8

SCHOOL YEAR _____ GRADE LEVEL(S) _____

DIRECTIONS: This form is a tool to assist school librarians in setting a SMART goal that results in measurable library program progress. The SMART goal should be collaboratively developed by the school library advocacy committee. Library Program Growth Plan is due to administrators by the end of September of each school year.

SETTING
Describe the population and any special circumstances

STUDENT LEARNING
Describe how this will improve student learning

BASELINE DATA
Describe what data is being used and how it helps with the goal

SMART GOAL
Describe what you want learners to accomplish using SMART elements

RESOURCES/SUPPORT NEEDED
Describe any resources, support, and/or training that is needed to accomplish goal

Library Program Growth Plan ➢ 1

A library handbook of library policies and procedures **shall** be developed, adopted, and used in each library. The handbook **shall** include procedures concerning circulation, maintenance, inventory of materials, and weeding of the collection.

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

Evidence

✓ School Library Handbook

✓ District-Approved Policies (Selection, Gifts, Weeding, and Challenged Materials)

✓ Circulation Policy

LIBRARY HANDBOOK COVER SHEET

Library Monitoring Rubric - Section 2.3
School Library Guide - Section 6.9

The goal of the school library is to support the educational goals and aspirations of set forth by the Mississippi Department of Education. The purpose of the library handbook is to provide a guide for the effective management and operations of the school library. The following is a guideline of the information that should be found included in the library handbook. District-approved policies must have School Board Policy Number on document.

STATEMENTS AND BUDGET
- Mission Statement
- Vision Statement
- Statement of Philosophy
- Demographics
- Goals and Objectives
- Budgeting Procedures
- Needs Assessments

OPERATIONAL PROCEDURES
- Open/Flexible Scheduling for Library
- Non-Traditional School Day Policy
- Circulation Policy

COLLECTION DEVELOPMENT
- Selection Policy - District
- Challenged Materials - District
- Evaluation and Weeding - District
- Donations and Gifts - District
- Cataloging and Processing
- Requests

TECHNOLOGY
- Acceptable Use Policy - District
- Copyright/Fair Use
- Storage/Maintenance of Equipment

MANAGEMENT AND FACILITIES
- Job Descriptions/Responsibilities - District
- Record/Reports Keeping
- Advocacy and Public Relations
- Opening and Closing Duties
- Inventory Procedure
- Duties of Support Staff and Volunteers
- Facility Map
- Disaster Preparedness

LIBRARY PROGRAM
- Services/Activities Offered
- Library Bill of Rights

School Librarian Signature   Date

School Principal Signature   Date

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MS Department of Education
SCHOOL LIBRARY PROGRAM

COLLECTION DEVELOPMENT POLICY
Audit Rubric: Section 2.3 | PGS Rubric: Standard 8 | Guide: Section 4.1

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OFFICE OF INSTRUCTIONAL MATERIALS & LIBRARY MEDIA

Collection development can be defined as the carefully chosen purchases of materials in multiple formats, designed to support the instructional goals and information needs of the school population served. Ultimately those purchases determine the impact of the school library's collections on student success and achievement.

The process of collection development includes 1) selection and deselection (weeding) of current and retrospective materials including donations; 2) a well-defined strategy for purchase of acquisitions; and 3) the evaluation of collections to ascertain how well they serve patron needs. These functions are guided by a district-approved collection development policy, which establishes priorities, supports efforts, and facilitates purchase decisions.

Selection decisions are usually made on the basis of reviews and standard collection development tools by school librarians and may also be done by teachers and students to help create a well-rounded collection that connects to both the curriculum and interests. Selection of new materials is an ongoing process. Given that the school librarian cannot read or preview every purchase selection, tools are critical in the selection process. The collection development policy can cite the different tools used to make educated-selection decisions. The tools can include recommendations by the library advisory committee or school library publications.

A collection development policy provides the basis for developing and maintaining the collection through the planned purchase of materials in diverse formats to meet instructional needs. The policy should include guidelines for selection, weeding, and challenged materials. The handling of gifts or donations to the school library should be included in the policy. A collection development policy is revised periodically to reflect the changing needs of the school community. Set collection goals and prioritize development based on biggest gaps and greatest needs. One goal of the collection policy is to add at least 1 new book per student each year.

Collection Development Policy ▸ 1

HINT: Should have a policy number and/or date when approved by the board

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

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

Evidence

- ✓ Budget Expenditures
- ✓ Current Budget Plan
- ✓ Current Operating Budget
- ✓ Additional Funding

LIBRARY BUDGET JUSTIFICATION

Audit Rubric: Section 2.4 | Guide: Section 6.2

MISSISSIPPI DEPARTMENT OF EDUCATION

OFFICE OF INSTRUCTIONAL MATERIALS & LIBRARY MEDIA

MISSION STATEMENT

PROBLEM STATEMENT (What issues/deficits/learning programs/school goals are you addressing with this budget? Include size, age, and condition of existing materials if applicable):

COLLECTION GOALS (What materials do you plan to buy? Address of existing materials if not addressed in problem statement, expected use of materials, or other clarification.)

YEARLY BUDGET PRIORITIES

Budget Guidelines ▶ 1

AASL AWARDS AND GRANTS

Name	Description	Due Date	Amount
Collaborative School Library Award	The Collaborative School Library Award recognizes and encourages collaboration and partnerships between school librarians and teachers in meeting goals outlined in *Empowering Learners: Guidelines for School Library Programs* through joint planning of a program, unit or event in support of the curriculum and using the school library resources.	February 1	$2,500
Frances Henne Award	The Frances Henne Award recognizes a school librarian with five years or less experience who demonstrates leadership qualities with students, teachers and administrators, to attend an AASL national conference or ALA Annual Conference for the first time.	February 1	$1,250
National School Library Program of the Year Award	Established in 1963, the National School Library Program of the Year Award honors school library programs practicing their commitment to ensure that students and staff are effective users of ideas and information, as well as exemplifying implementation of AASL's learning standards and program guidelines. The award recognizes exemplary school library programs that are fully integrated into the school's curriculum.	January 1	$10,000
Innovative Reading Grant	The AASL Innovative Reading Grant supports the planning and implementation of a unique and innovative program for children which motivates and encourages reading, especially with struggling readers.	February 1	$2,500
Inspire Collection Development Grant	The AASL Inspire Collection Development Grant can extend, update, and diversify the book, online, subscription and/or software collections in a library in order to realize sustainable improvement in student achievement at their school.	February 1	$5,000
Inspire Special Event Grant	The AASL Inspire Special Event Grant supports special events that an existing public middle or high school library can create new or enhance its extracurricular activities in order to increase student academic achievement at the school.	February 1	$2,000

Grants and Awards Manual | 5

The school library program **shall** establish an advocacy committee for the school library program within the school and beyond.

- The advocacy committee includes: Library staff Principal/administrator, Teachers, Parents, Students (when age appropriate)
- The advocacy committee meets as needed for program planning and discussion of procedural issues

Evidence

- ✓ Library Advocacy Committee Documents: members, meeting schedule, agendas

- ✓ Library Advocacy Committee Goals and Objectives

The school librarian **shall** use 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

Evidence

- ✓ School Library Public Relations Plan

- ✓ Public Relation Examples

PUBLIC RELATIONS PLAN

Library Monitoring Rubric - Section 2.6
Librarian Growth Rubric – Standard 4
School Library Guide - Section 3.8

Goals/ Objectives: (What are your plans this year to promote the library's programs and resources?)

Target Audience: (Who do you want to reach?)

Outlets: (How do you want to reach your Target Audience?)

* 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.

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MS Department of Education
SCHOOL LIBRARY PROGRAM

AASL
TRANSFORMING LEARNING

TOOLKIT
FOR PROMOTING SCHOOL LIBRARY PROGRAMS

Messages, ideas, and strategies for communicating the value of school library programs and school librarians in the 21st century

AASL Library Promoting Toolkit.pdf

Category 3

Library Facilities

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

- The school library is neat and well-organized
- The atmosphere is one of welcome and productivity
- Shelving and furniture are age appropriate
- The arrangement of the school library supports use by a minimum of one (1) class and individual students
- The school library is accessible by persons with disabilities in accordance with Public Law 101-476 Education of the Handicapped Act Amendments 1990
- The school library is equipped with temperature control
- Lighting and electrical accommodations have been integrated effectively
- All books are shelved from left to right on the shelf, read from top to bottom, and should accommodate for growth

- **In addition to adequate space for print/non-print collections, space arrangements should include specific areas for:**
  - Circulation
  - Large group use/instruction
  - Small group use or individual use
  - Storytelling area for elementary students
  - Leisure reading area (soft surfaces)
  - Library management area
  - Use of technology
  - Secure storage of library resources and materials
  - Displays/quality signage

Pictures

- ✓ Overall Library Facility
- ✓ Circulation Area
- ✓ Library Collection
- ✓ Instructional/ Computer Area
- ✓ Workroom/Storage Area
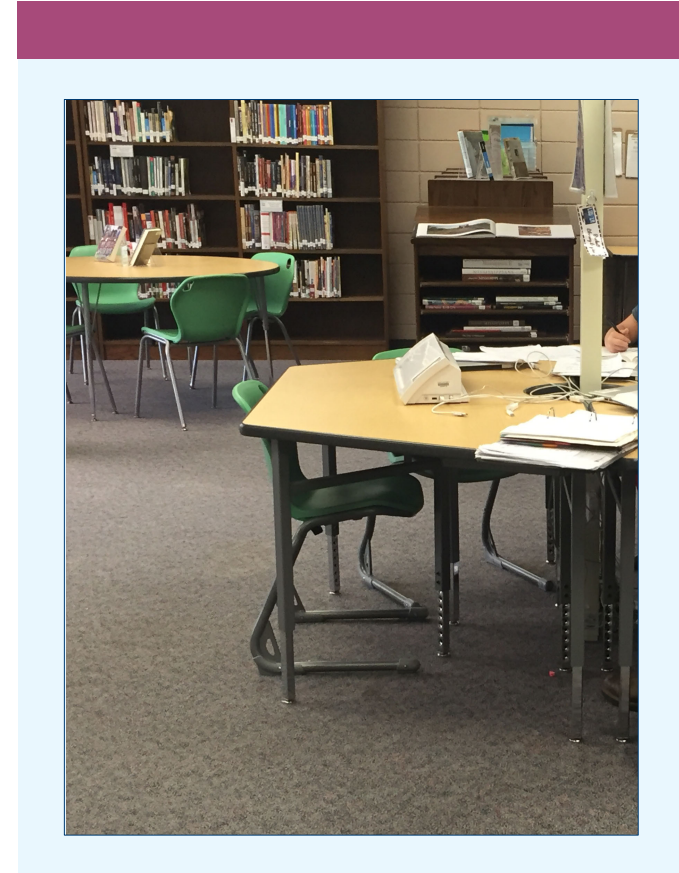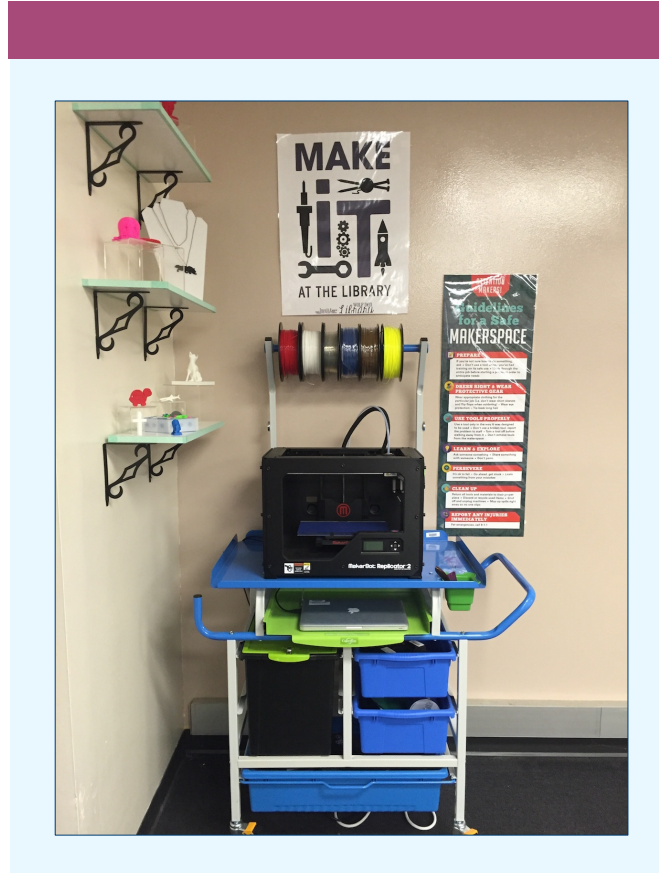
To subscribe, send a message to **esimmons@mdek12.org** with "subscribe library" as the subject of the email.

Please include name, role, and name of school and district.

MISSISSIPPI DEPARTMENT OF EDUCATION

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