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
State Board of Education Goals

**STRATEGIC PLAN**

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
At the end of this session participants will be able to...

• identify all elements of the School Library Monitoring Rubric

• organize all required documentations that are listed in the School Library Monitoring Rubric and the Library Data Binder
To create collaborative relationships between school librarians and classroom teachers which transforms the school library program into a support system that strengthens the curriculum by bridging the informational literacy gap.
AASL Standards Overview

The AASL National School Library Standards encourage learners to:

**INQUIRE**
- Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

**INCLUDE**
- Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

**COLLABORATE**
- Work effectively with others to broaden perspectives and work toward common goals.

**CURATE**
- Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

**EXPLORE**
- Discover and innovate in a growth mindset developed through experience and reflection.

**ENGAGE**
- Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.
Children without basic literacy skills when they enter school are 3-4 times more likely to drop out later.

Reading to a child in an interactive style raises his or her IQ by over 6 points.
Importance of Reading

15 minutes/day of independent reading can = 1 million+ words in a year.

Daily reading to children puts them almost 1 year ahead of those who are not being read to.
Children who read 3,000 words per day will be in the top 2% of standardized tests.

Children who read 20 words per day will be in the bottom 2% of standardized tests.

Source: “Why Reading at a Young Age Matters” - Harper Collins Children’s Books
WARM-UP TALK

WHAT DO YOU NEED TO KNOW ABOUT THE AUDIT?
OVERVIEW

LIBRARY AUDITS
Library audits only occur during a **FULL** district audit.
ADMINISTRATION AND PERSONNEL

2.3 The school district employs in each school a licensed librarian or media specialist who devotes no more than one-fourth (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.

Standard is being created to ensure that all librarians are evaluated using the correct PGS
INSTRUCTIONAL PRACTICES


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.
Overview: Resources

MS School Library Guide and Resources

https://mdek12.org/Library
<table>
<thead>
<tr>
<th>Main Section ➔</th>
<th>1. Library Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subsection ➔</td>
<td><strong>1.5 Professional Collection</strong>: 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</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minimum and/or Progressive ➔</th>
<th><strong>MINIMUM</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- A goal of 20 print and/or digital current professional titles</td>
</tr>
<tr>
<td></td>
<td>- Access to print and/or electronic professional periodicals</td>
</tr>
<tr>
<td></td>
<td>- Current credible websites for professional development purposes available through the school library website</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Evidence ➔</th>
<th><strong>REQUIRED EVIDENCE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Promotion of Professional Development resources</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Library Guide ➔</th>
<th><strong>FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Section 2.5 - Professional Development; Section 4.4 - Collection Guidelines; Section 4.5 - Weeding of Collection Resources</td>
</tr>
</tbody>
</table>
ORGANIZATION

LIBRARY DATA BINDER
A data binder is the best way for librarians to collect and organize reports and information.

The data binder can be organized where librarians can quickly locate information when necessary.

The data binder can be used for both evaluations and audits.

Photographs are not required as evidence.
### Library Data Binder Categories

https://mdek12.org/Library
### Library Budget

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

**Domain I Planning Standard 5:** Develops and monitors a budget for the library in support of the school's instructional program in consultation with school/district administration.

**Section 6.2:** Budget and Funding
Organization: Table of Contents

- Color bands highlight each Category
- Coordinating standards are listed under each Category
- Artifacts for each Category are listed on the sample Table of Contents
Templates have been created to help librarians collect and organize data.

Each template has a header with the name of the document and connections to resources.

Example

➔ **Title**: Teacher Request Form
➔ **Library Monitoring Rubric**: Section 2.2
➔ **Librarian Growth Rubric**: Standards 3, 6, and 10
➔ **School Library Guide**: Section 3.5
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.
1.1 Automated System {minimum}

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

REQUIRED EVIDENCE

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

MS SCHOOL LIBRARY GUIDE

- Section 4.7 - Cataloging and Processing
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.
1.2 General Collection {minimum}

- A goal of 10 books per student that are in good condition, supports the school’s instructional program, and provide titles for pleasure reading

- A well-balanced, diverse collection that is both age and content appropriate

HINT: Age and Use is more important than the number of books.
1.2 General Collection {evidence}

REQUIRED EVIDENCE

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

MS SCHOOL LIBRARY GUIDE

- Section 4.2 - Selection Tools;
- Section 4.4 - Collection Guidelines;
- Section 4.5 - Weeding of Collection Resources
1.3 Reference Materials {description}

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.
1.3 Reference Materials {minimum}

- A core reference collection that is in good condition that supports the school’s **current** instructional program

- A **well-balanced** collection that is both **age** and **content** appropriate

<table>
<thead>
<tr>
<th>Type of Resource</th>
<th>Elementary School (Grades Pre-K - 5)</th>
<th>Middle School (Grades 6 - 8)</th>
<th>High School (Grades 9 - 12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encyclopedia, General</td>
<td>- At least 1 or more online general, grade-level appropriate encyclopedia AND &lt;br&gt;- 1 current set of print, not older than 5 years</td>
<td>- At least 1 or more online general, grade-level appropriate encyclopedia</td>
<td>- At least 1 or more online general, grade-level appropriate encyclopedia</td>
</tr>
<tr>
<td>Dictionaries</td>
<td>- Electronic access to online dictionary AND &lt;br&gt;- Up to 5 copies of recent, appropriate dictionary AND &lt;br&gt;- Foreign language dictionaries available for</td>
<td>- Electronic access to online dictionary AND &lt;br&gt;- Up to 5 copies of recent, appropriate dictionary AND &lt;br&gt;- Foreign language dictionaries available for</td>
<td>- Electronic access to online dictionary AND &lt;br&gt;- Foreign language dictionaries available for languages taught or spoken in the school and represented by the</td>
</tr>
</tbody>
</table>
1.3 Reference Materials {evidence}

REQUIRED EVIDENCE

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

MS SCHOOL LIBRARY GUIDE

- Section 3.6 - Planning for Instruction;
- Section 4.4 - Collection Guidelines;
- Section 4.5 - Weeding of Collection Resources

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 research skills and technology tools to find and share information.

Duration
- 2 class periods

Materials
- Computers with internet access
- "Docu Play"
- Reading materials from the Library of Congress

Tasks
1. Provide students with articles from Library of Congress to read independently and student will focus on 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 greater 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: (a) When and where did the blues originate? Or (b) What subjects were used in the blues?
3. Optional: Students can create a playlist 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
- Playlist curated by school librarian
- YouTube Playlist instructions
Collection **shall** include internet resources, MAGNOLIA, audio/visual, technology, and/or digital and ebook subscriptions.
1.4 Non-Print Resources {minimum}

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

HINT: School Library Website Section 5.3 Digital Resources gives example of digital resources
1.4 Non-Print Resources {evidence}

**REQUIRED EVIDENCE**

- List of credible and age-appropriate websites
- Lesson plans or training using non-print resources
- A/V curriculum connection (if there are videos that are questionable)

**MS SCHOOL LIBRARY GUIDE**

- Section 3.11 - MAGNOLIA Database;
- Section 4.4 - Collection Guidelines;
- Section 5.3 - Digital Resources
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.
1.5 Professional Collection {minimum}

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

HINT: School Library Website Section 5.3 Digital Resources gives example of digital resources
1.5 Professional Collection {evidence}

REQUIRED EVIDENCE

- Promotion of Professional Development resources

MS SCHOOL LIBRARY GUIDE

- Section 2.5 - Professional Development;
- Section 4.4 - Collection Guidelines;
- Section 4.5 - Weeding of Collection 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.
2.1 Certified Staff {minimum}

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

REQUIRED EVIDENCE

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

MS SCHOOL LIBRARY GUIDE

- Section 3.7 - Promotion Flexible, Open Access;
- Section 6.1 - Personnel

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-7:45</td>
<td>Open Library Time 2nd Grade</td>
<td>Open Library Time 2nd Grade</td>
<td>Open Library Time 2nd Grade</td>
<td>Open Library Time 4th Grade</td>
<td>Open Library Time 4th Grade</td>
</tr>
<tr>
<td>7:45-8:00</td>
<td>Open Library Time 3rd Grade</td>
<td>Open Library Time 5th Grade</td>
<td>Open Library Time 5th Grade</td>
<td>Open Library Time 4th Grade</td>
<td>Open Library Time 3rd Grade</td>
</tr>
<tr>
<td>8:00-8:40</td>
<td>Reading Intervention</td>
<td>5th Grade Class</td>
<td>5th Grade Class</td>
<td>Reading Intervention</td>
<td>Library Administration</td>
</tr>
<tr>
<td>8:40-9:20</td>
<td>Reading Intervention</td>
<td>Reading Intervention</td>
<td>Reading Intervention</td>
<td>Reading Intervention</td>
<td>Library Administration</td>
</tr>
<tr>
<td>9:20-10:00</td>
<td>Library Administration</td>
<td>Library Administration</td>
<td>Reading Intervention</td>
<td>Library Administration</td>
<td>Library Administration</td>
</tr>
<tr>
<td>10:00-10:40</td>
<td>2nd Grade</td>
<td>2nd Grade</td>
<td>Library Administration</td>
<td>2nd Grade</td>
<td>Open Library Time</td>
</tr>
<tr>
<td>10:40-11:20</td>
<td>1st Grade</td>
<td>1st Grade</td>
<td>1st Grade</td>
<td>Reading Intervention</td>
<td></td>
</tr>
<tr>
<td>11:20-11:50</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
</tr>
<tr>
<td>11:50-12:30</td>
<td>4th Grade</td>
<td>4th Grade</td>
<td>4th Grade</td>
<td>Library Administration</td>
<td>Library Administration</td>
</tr>
<tr>
<td>12:30-1:10</td>
<td>3rd Grade</td>
<td>Reading Intervention</td>
<td>3rd Grade</td>
<td>3rd Grade</td>
<td></td>
</tr>
<tr>
<td>1:10-1:50</td>
<td>Library Administration</td>
<td>Kindergarten</td>
<td>Kindergarten</td>
<td>Kindergarten</td>
<td></td>
</tr>
<tr>
<td>1:50-2:15</td>
<td>Silent Reading</td>
<td>Silent Reading</td>
<td>Silent Reading</td>
<td>Silent Reading</td>
<td>Silent Reading</td>
</tr>
<tr>
<td>2:15-2:30</td>
<td>Dismissal</td>
<td>Dismissal</td>
<td>Dismissal</td>
<td>Dismissal</td>
<td>Dismissal</td>
</tr>
<tr>
<td>2:30-3:30</td>
<td>Faculty Meeting</td>
<td>PLC Meeting</td>
<td>Professional Training</td>
<td>Library Advisory Meeting</td>
<td>Reading Meeting</td>
</tr>
</tbody>
</table>
2.2 Needs Assessment {description}

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.
2.2 Needs Assessment {minimum}

- Program assessment is based on informal and formal assessment which includes input from administrators, faculty and students (MDE Librarian Growth Rubric)

- The school librarian sets annual goals which are reported to the administration no later than September of the current school year

- Needs assessments, inventories, professional tools, curriculum objectives, and input from the Library Advocacy Committee are used by the school librarian to establish annual goals
2.2 Needs Assessment {evidence}

REQUIRED EVIDENCE

- Library short-and long-term goals for improvement for the last 2 years
- Teacher and students surveys (responses)
- Teacher Requests
- Evaluation using the MDE Librarian Growth Rubric
- Student Learning Outcomes

MS SCHOOL LIBRARY GUIDE

• Section 6.5 - Librarian Evaluation;
• Section 6.8 - Short-and Long-Term Goals
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.

HINT: Must have Policy No. and/or Date
2.3 Policies and Procedures {evidence}

**REQUIRED EVIDENCE**

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

**MS SCHOOL LIBRARY GUIDE**

- Section 4.1 - Understanding Collection Development;
- Section 4.5 - Weeding of Collection;
- Section 4.6 - Challenged Materials;
- Section 4.7 - Cataloging and Processing;
- Section 6.9 - Policies and Procedures Handbook
School districts **shall** provide sufficient funding for the purchase and maintenance of current resources for the school library.
2.4 Funding {minimum}

- The school library meets the minimum basic collection requirements as stated in the guidelines for Section 1: Library Collection

- The school district is required to provide **consistent, sustained** library funding to maintain and upgrade library collections, equipment, and facilities

- The school librarian must administer the approved school library budget and monitor acquisitions in order to meet all of the instructional and informational needs of the school’s learning community

- The school librarian must submit an annual budget plan which can include requests to the school principal/administrator no later than February of the current school year

- The school librarian should prepare annual reports documenting how each source of funding for the library program was spent
2.4 Funding {evidence}

REQUIRED EVIDENCE

- Budget expenditures
- Current budget plan and operating budget
- Additional Funding

MS SCHOOL LIBRARY GUIDE

• Section 6.2 - Budget and Funding

![Image of a library budget and funding plan with tables and examples]

JUSTIFICATION FORM EXAMPLE

<table>
<thead>
<tr>
<th>Library Monitoring Rubric</th>
<th>Section 2.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Librarian Growth Rubric</td>
<td>Standard 5</td>
</tr>
<tr>
<td>School Library Guide</td>
<td>Section 6.2</td>
</tr>
</tbody>
</table>

MISSION STATEMENT

Library instruction empowers us to read for pleasure, use information to explore questions and ideas, engage in the global community, and share our understanding in new ways.

PROBLEM STATEMENT

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

1. An imbalance in our fiction to nonfiction ratio, with a deficit in our fiction collection of 56.
2. Science and technology titles average age is 2008 and 2009 respectively.

COLLECTION GOALS

What materials do you plan to buy? Addressing existing materials (last addressed in problem statement, expected use of materials, or other clarification. Add goals as needed)

1. Continue to update and increase number of titles in our fiction section by adding books that reflect student interest, student request, next-in-series, and popular authors. This includes traditional as well as graphic novels.
2. Continue our ongoing efforts to provide accessible, engaging nonfiction books, especially those that focus on teen social issues.

ACTION PLAN

Add rows as needed. Please use the OPTIONAL box below the order form if you have used in-school movies, grants, or PTSAO funds to acquire materials to demonstrate you have created an overall balanced order for your school.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Collection Area</th>
<th>Number of Items (specify books, AV, ebooks)</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fiction (novels and graphic novels)</td>
<td>373 books</td>
<td>$2,194.64</td>
</tr>
<tr>
<td>2</td>
<td>Nonfiction</td>
<td>41 books</td>
<td>$195.82</td>
</tr>
<tr>
<td>Subtotal</td>
<td></td>
<td>414 books</td>
<td>$2,390.46</td>
</tr>
<tr>
<td>Total Cost of Processing</td>
<td></td>
<td></td>
<td>$4,60.00</td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
<td></td>
<td>$2,390.46</td>
</tr>
</tbody>
</table>
2.5 Library Advocacy {description}

The school library program shall establish an advocacy committee for the school library program within the school and beyond.
2.5 Library Advocacy {minimum}

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

- The advocacy committee meets as needed for program planning and discussion of procedural issues
2.5 Library Advocacy {evidence}

**REQUIRED EVIDENCE**

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

**MS SCHOOL LIBRARY GUIDE**

- Section 3.8 - Encouraging Advocacy

---

**ADVOCAZY COMMITTEE MEETING AGENDA**

Library Monitoring Rubric - Section 2.5
Librarian Growth Rubric - Standards 1, 12, and 19
School Library Guide - Section 3.8

Date ____________________________
Objective ______________________

**SIGN-IN**

1. 
2. 
3. 
4. 
5. 
6. 
7. 

**MEETING MINUTES**
The school librarian **shall** use a public relations plan to promote advocacy for the school library program.

### 2.6 Public Relations {minimum}
- The school librarian uses a variety of communications and methods to publicize the school library and its resources and services
2.6 Public Relations {evidence}

REQUIRED EVIDENCE

- School Library Public Relations Plan
- Public Relations examples

MS SCHOOL LIBRARY GUIDE

- Section 3.8 - Encouraging Advocacy;
- Section 3.9 Library Promotional Events
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.
3 Library Arrangement {minimum}

- The school library is neat and well-organized
- The atmosphere is one of welcome and productivity
- Shelving and furniture are age appropriate
- The arrangement of the school library supports use by a minimum of one (1) class and individual students
3 Library Arrangement {minimum}

- In addition to adequate space for print/non-print collections, space arrangements should include specific areas for:
  - Circulation
  - Large group use/instruction
  - Small group use
  - Individual research
  - Storytelling area for elementary students
  - Leisure reading
  - Library management area
  - Use of technology
  - Secure storage of library resources and materials
  - Displays/Quality Signage
The school library is accessible by persons with disabilities in accordance with Public Law 101-476 Education of the Handicapped Act Amendments 1990

The school library is equipped with temperature control

Lighting and electrical accommodations have been integrated effectively

All books are shelved from left to right on the shelf, read from top to bottom, and should accommodate for growth.

**MS SCHOOL LIBRARY GUIDE**

- Section 6.7 - School Library Facility Recommendations
WHAT OTHER RESOURCES DO YOU NEED TO FEEL SECURE ABOUT THE AUDIT?
Want to download presentation? Go to mdek12.org/Library and search under SCHOOL LIBRARY PRESENTATIONS
To subscribe, send a message to esimmons@mde.k12.org with “subscribe library” as the subject of the email.

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

Elizabeth Simmons, School Library Specialist
esimmons@mdek12.org | 601-359-2586
mdek12.org/Library

mdek12.org