OFFICE OF CHIEF ACADEMIC OFFICER
Summary of State Board of Education Items
July 23, 2014

OFFICE OF ELEMENTARY EDUCATION (K-5)

13.   Approval to begin the Administrative Procedures Act process: To establish the
        2014 Mississippi Library Monitoring Rubric

Executive Summary

The *2014 Mississippi Library Monitoring Rubric* provides library media specialists
with a clear picture of minimum requirements for library programs in schools
across the state, including minimum requirements for collection development and
library facilities.

In addition to providing guidance for library media specialists, this rubric will be
used by individuals who monitor programs as a part of random and full audits
conducted by the Office of Accreditation.

This rubric has been developed with input from the Office of Accreditation, as
well as a team of library media specialists from across the state. The rubric will
be included as an appendix to the 2014 Mississippi Library Media Guide,
scheduled to be released this fall.

Recommendation: Approval

Back-up material attached

Focus: Collection Development		
RESOURCE TYPE	**MINIMUM**	**PROGRESSIVE (Minimum +)**
Automated Management System	• Circulation/Cataloging Capacity • Librarian Management computer • Barcode scanner • Online access to materials available in the school library	• 2 management computers • Online access to materials available in the school library and throughout the school facility/ remote sites • Remote circulation and inventory capabilities
General Collection: Fiction, Easy and Non-Fiction titles	• A minimum 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** collection that is both **age** and **content** appropriate	• Goal: 15 - 20 books per student that are in good condition and that support the school's instructional program • Average copyright of non-fiction (NF) collection (excluding biography) is less than 10 years old
Reference Materials: Includes, but is not limited to: Encyclopedias, Dictionaries, Almanacs, Thesauruses, Atlases, Periodicals, Newspapers, Handbooks, i.e., Quotations, Poetry, First Facts, Trivia, Natural Science, Geographical Dictionary, Biographical References, Subject References (Print and /or non-print)	• Needs assessments, professional tools and curriculum objectives are used by school librarians to establish a basic reference collection. Appropriate quantities of materials are determined by: • Student enrollment • Demographic data • Instructional program • Information needs	

Focus: Collection Development		
RESOURCE TYPE	**MINIMUM**	**PROGRESSIVE (Minimum +)**
Internet Resources	• Maintained list of <u>credible and age-appropriate</u> websites that support the curriculum • MAGNOLIA Database available, for students and teachers. • School library website available on school home page for classroom and school site access	• Additional databases available, i.e. World Book Online, JSTOR, SIRS, etc. • School library Website available on school home page for classroom, school site and remote site access
Electronic Resources	• CDs/DVDs and emerging formats available to support the curriculum	• E-books available
Professional Collection	Minimum of: • 25 - 50 professional titles • 2 professional periodicals	• 50 - 75 or more professional titles • 5 + professional periodicals • Current credible websites for professional development purposes available through the school library website

Focus: School Library Program		
RESOURCE TYPE	**MINIMUM**	**PROGRESSIVE (Minimum +)**
A certified school librarian is assigned to the school library. MS Code 37-17-6(3)(a-e)	• A certified school librarian is assigned to the school library. • The school librarian does not serve as a substitute or regular classroom teacher.	• 1 + school librarian is assigned to the library full time. • Library support staff is **<u>strongly</u>** recommended for school libraries with populations in excess of 500.
School districts 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 school library collection development section of this document. • Funding is recommended for basic maintenance and upgrades for technology and equipment.	• The school library meets the Progressive (Minimum +) collection suggestions as stated in the guidelines for school library collection development section of this document.
The school librarian manages the financial, staff, and physical resources for the school library.	• There is a district-approved policy used for selection of materials. • Budget policies as mandated by the state are used for expenditures of state funds. • The school librarian must submit an annual budget request to the school principal/administrator. • 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 should prepare annual reports documenting how each source of funding for the library program was spent. The documents should be retained a minimum of 5 years.	• The district or school provides some additional funding to purchase library resources to support federally or state- mandated initiatives, information access, and student achievement. • Fund raising and/or grant writing is used to increase resources and programs to support federally or state-mandated initiatives, information access, and student achievement.

Focus: School Library Program		
RESOURCE TYPE	**MINIMUM**	**PROGRESSIVE (Minimum +)**
	• 25 % of the designated school day is spent in the management of the school library. • Time is allotted at the beginning and end of the school year for necessary library maintenance tasks. • Cataloging, processing, and shelving of resources according to the Dewey Decimal Classification System or another ALA recognized system. • Standard procedures set by the district are used to circulate, maintain, do inventory, and weed the collection. • Written district-approved policies on challenges to materials, copyrights, donated materials, and Internet use are standards in the school library's collection development policy. • Flexible scheduling/Open access is incorporated into the school library schedule. • Duties of support staff and volunteers are arranged to optimize student/teacher services and the efficiency of the school library operations.	

Focus: School Library Program		
RESOURCE TYPE	**MINIMUM**	**PROGRESSIVE (Minimum +)**
The school library program participates 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. • The school librarian sets annual goals which are reported to the administration.	• The school librarian uses program assessments, inventories, and input from administrators, faculty, students, school committees, and other members of the learning community to set short and long range goals for improvement.

The school library program has an established 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.	

There may be a designated Library Program Supervisor at the district level.		• Large districts may employ a designated Library Program Supervisor at the district level.
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.	• The school librarian partners with school and community groups to sponsor events that promote the school library program.

Focus: Library Facilities

RESOURCE TYPE	MINIMUM	PROGRESSIVE (Minimum +)

The school library is arranged to:
• Accommodate flexible access by classes and individual students.
• Perform basic functions of a curriculum integrated school library program.
• Provide a climate conducive to learning and student achievement.
• 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.
	• 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/office
	   • Use of technology
	   • Storage of equipment
	   • Displays
	• 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 and humidity control.
	• Lighting and electrical accommodations have been integrated effectively.
		• Various methods of display, furniture selection, and room treatments are utilized to provide an atmosphere of welcome and productivity.
		• The shelving accommodates growth.
		• Arrangement of the school library supports use by a minimum of one (1) class, small groups and individual students.
		• The school library goes beyond minimum guidelines providing larger spaces than required OR additional support areas for viewing, production, communication activities, displays, wiring/network.
		• The school library is equipped with temperature/humidity control.
		• Lighting/electrical accommodations have been integrated effectively.