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100 Series - Program

Duneland School Corporation

Vision and Mission

Goals

Department of Media Services

Vision and Mission

Goals

Program Overview

Program Recognition

VISION: Duneland School Corporation

We, the members of the Duneland Schools Community, maintain a vision that all students will become:

- Critical thinkers who identify, access, integrate, and use available resources and information to reason make decisions, and solve problems in a variety of contexts;
- Quality producers who create intellectual, artistic, practical, and tangible products which reflect originality, high standards, and the use of advanced technologies;
- Lifelong learners who have a positive vision for themselves and their future, set priorities and achievable goals, monitor and evaluate their progress, and assume responsibility for their actions;
- Collaborative workers who use effective leadership and group skills to develop and manage interpersonal relationships within diverse settings;
- Community contributors who contribute their time, energies, and talents to improve the quality of life within their community;
- Health conscious individuals whose lifestyle reflects a concern for the health, safety, and well-being of themselves and others; and
- Ethical citizens whose actions consistently demonstrate self-discipline, fortitude, honest, and compassion.

MISSION: Duneland School Corporation

The Duneland School Corporation is dedicated to quality education and committed to developing lifelong learners who value themselves, contribute to their community, and succeed in a changing world.

GOALS: Duneland School Corporation

1. Facilities are improved to meet the needs of students, staff, and community.
2. A fiscally responsible business operation is maintained.
3. The curriculum and the instructional process is continually improved so that students experience learning opportunities that prepare them for the future.
4. The educational process is restructured to appropriately prepare students for society.
5. Public relations and student & staff recognition programs are improved.
6. Duneland schools are safe, disciplined and drug free.
7. Students and staff are aware of, understand, and accept the diversity of various cultures.

VISION: Department of Media and Technology

The members of the Duneland School Corporation's Department of Media and Technology maintain a vision that all students and staff will be competent, eager, and relaxed users of all facets of media for both curricular needs and personal interests.

MISSION: Department of Media and Technology

The members of the Duneland School Corporation's Department of Media and Technology prepare students for life-long learning, informed decision-making, a love of reading, and the use of information technologies.

GOALS: Department of Media and Technology

1. Library media instruction is infused into core curricular areas.
2. Building and district library media collections are expanded to meet changing needs.
3. Library media staff provides instructional leadership at the district and building level.
4. A continuing program of staff inservice is in place.
5. Technology is utilized to enhance student and staff effectiveness.
6. Library media facilities are evaluated and improvements are made as needed.

Program Overview

Since its formation in 1969, the Duneland School Corporation and its Department of Media and Technology have provided an integrated library media program to prepare students for life-long learning, informed decision making, a love of reading, and the use of information technologies. Program support by teachers, administrators, school board members, and community members has allowed members of the department to meet its mission and revise its goals to meet the everchanging needs of the school community.

Each school has a modern, spacious, and well-equipped media center staffed by full-time licensed library media specialists, paraprofessionals, secretaries, and technology aides. The department's district office, the Instructional Materials Center, provides services to assist building personnel. IMC services include material processing, interlibrary loans, purchase ordering, web site management, and technology training & maintenance.

A sequential program of library media instruction is in place and part of the overall curriculum. Revised during the 2000 - 2001 school year, the library media curriculum has been aligned with state standards for core curricular areas. Library media specialists coordinate instruction with classroom teachers. The goal is to present instruction not in isolation, but in conjunction with classroom activities. To accomplish this, flexible scheduling is the norm at all grade levels.

Since library media specialists work closely with classroom teachers and are familiar with the total school curriculum, they are viewed by staff members as curriculum specialists. In many cases, library media specialists have been responsible for initiating innovative programs. The Director of Media and Technology is a permanent member of the district's Curriculum Council which has oversight responsibility for curricular issues. Most building library media specialists have been selected to serve on other district curriculum or advisory committees.

Budgets provide for up-to-date collections and the opportunity to implement new programs. Extra funds for library media purchases are provided to curricular areas during textbook adoption years to allow them to implement necessary changes. Capital Project Fund accounts provide for the acquisition of technology and preserve the integrity of book and audiovisual accounts. All orders are processed by IMC which allows for the coordination of specifications and quantity discounts.

The Department of Media and Technology has always been a leader in providing in-service training to staff members. Building staff ensure that all new staff members are informed of library media programs and services. In addition, library media specialists provide staff in-service as new media and technologies are introduced. District department members will provide any staff member with individual instruction on any facet of media at any time. The district Technology Training

Coordinator orients new staff members to the district technology plan & services, provides instruction in application software, assists staff in developing strategies for integrating technology into the curriculum, and develops an awareness of emerging technologies among staff members.

Duneland has been a leader in the use of technology to enhance student learning and staff effectiveness. The district has in place a Wide Area Network with fiber connecting all buildings. This allows students and staff to easily access network services. All buildings maintain computers and associated peripherals in laboratory, classroom, and office settings. Building and district personnel are in place to maintain equipment and assist staff members in its effective use.

Program Recognition

1994 FIRST PLACE

American "Association of School Librarians and Encyclopedia Britannica Companies School Library Media Program of the Year (small school district category)

1985 CITATION

Chesterton High School winner of Excellence in Education Search by United States Department of Education and National Association of Secondary School Principals

1984 CITATION

Awarded to the Duneland School Corporation by the Indiana Department of Education Division of Accreditation and Facility Planning for its excellent library system from elementaries through high school

1984 FINALIST

Liberty Middle School finalist in Excellence in Education search conducted by United States Department of Education and National Association of Secondary School Principals

1983 CITATION

Westchester Middle School winner of Excellence in Education search conducted by United States Department of Education and National Association of Secondary School Principals

1974 HONORABLE MENTION

Association for Educational Communications and Technology and Encyclopedia Britannica Companies New Media Award

1973 FIRST PLACE

American Association of School Librarians and Encyclopedia Britannica Companies Elementary School Library Award

1970 SECOND PLACE

American Association of School Librarians and Encyclopedia Britannica Companies Elementary School Library Award'

1969 NATIONAL FINALIST

American Association of School Librarians and Encyclopedia Britannica Companies
Elementary School Library Award

200 Series - Calendars, Structure, Organizations & Checklists

Calendars

Duneland School Corporation

Calendars: Department of Media & Technology

Structure

Organization: Department of Media & Technology

Agencies & Organizations

Indiana Department of Instruction

INCOLSA & OCLC

Northwest Indiana Educational Service Center

ALA & AASL

ILF& AISLE

ICE & HECC

ISTE & AECT

Westchester Public Library

LM NET

Checklists

Opening Day Checklist

Closing Day Checklist

Indiana Department of Education (IDOE)

<http://www.doe.state.in.us>

The above URL accesses the web site maintained by the Indiana Department of Education. This provides current news of interest to Indiana Educators as well as other resources. These resources include program and services, K-12 school web sites, K-12 school data, legislative news, ISTEP+ information, online services, and related web sites.

Indiana Department of Education: Office of Learning Technologies

<http://www.doe.state.in.us/olt>

The Office of Learning Technologies provides programs and services of particular interest to media specialists. Information regarding these can be found at the above URL

Indiana Department of Education: Special Assistant on Technology

<http://www.doe.state.in.us/technology/welcome.html>

This web site provides information regarding the State Technology Plan as well as instructional technology projects. Also listed are requirements, recommendations, and models for acceptable use policies.

Indiana Cooperative Library Services Authority (INCOLSA)

<http://www.incolsa..net>

The Indiana Cooperative Library Services Authority supports Indiana libraries and librarians by offering a variety of services to meet its mission of assuring that all Indiana residents receive the best possible library and information services by providing a cooperative, statewide structure for information and resource sharing. INCOLSA is able to pool resources, many of which would be unavailable to libraries working individually, and provide services and support at a lower cost. INCOLSA services include:

1. Cataloging services
2. Cooperative purchasing

3. Distance learning
4. Document delivery
5. Inspire
6. Interlibrary loan
7. Information retrieval
8. Information systems
9. Information technology training and support
10. Library automation
11. Microcomputers
12. OCLC services
13. Reference
14. Shared catalogs
15. INCOLSA Wheels (material delivery)
16. "Training
17. PALNI

Online Computer Library Center (OCLC)

<http://www.oclc.org>

The Online Computer Library Center is a nonprofit, membership, library computer service and research organization. Among the goals of OCLC is furthering access to the world's information and reducing information costs. Products and services of OCLC include cataloging, reference, resource sharing, preservation, and electronic resources to help libraries use the Dewey Decimal Classification System.

Northwest Indiana Educational Service Center (NWIESC)

<http://satum.nwiesc.k12.in.us/pages/mainmenu.htm>

The Northwest Indiana Educational Service Center is a nonprofit agency formed by public schools with voluntary membership to provide services which can be delivered more efficiently through a cooperative effort. All Indiana counties are in one of nine Indiana Educational Service Center regions determined by the State Board of Education. The NWIESC serves schools in the five counties in Northwest Indiana.

The NWIESC provides extensive general and special media collections of videos, manipulatives and print materials delivered to member schools on request. In addition, a Professional Development Library is available to members. The NWIESC also provides career guidance computer software to each member high school. Some instructional computer software is available to member schools through volume purchase agreements. A portable planetarium and curriculum guides are also available to members.

The NWIESC bids a variety of products ranging from petroleum products to computer equipment. The NWTESC participates in IESC bids done by other IESCs for all TESC's such as library supplies, audiovisual equipment, office supplies, and custodial supplies and equipment. The NWIESC sponsors a variety of staff development activities and provides technology services including technology consulting, equipment repairs, and administration of the Northwest Indiana Distance Learning Cooperative. The service center also assists in coordinating IDOE services and acts as an information clearinghouse for member schools. The NWIESC cooperates with not only the IDOE, but also with other agencies such as Intellinet, IHETS, INCOLSA and NCREL.

Web/Max is the online program used for booking videos. It can be found at the following URL:

<http://saturnz.nwiesc.k12in.us/webmax/start.html>

Online catalogs for purchases through the educational service centers are maintained by the Wilson Educational Service Center. These catalogs may be reached at the following URL by selecting Cooperative Purchases:

<http://www.wcsc.k12.in.us>

American Library Association (ALA)

<http://www.ala.org>

The American Library Association is the voice of America's libraries. Its mission is to provide leadership for the development, promotion, and improvement of library and information services and the profession of librarianship. Key action areas include diversity, education and continuous learning, equity of access, intellectual freedom, and 21st Century literacy. Areas of interest and activity include:

- | | |
|------------------------------------|--|
| 1. Advocacy for libraries | 2. Awards, grants, and scholarships |
| 3. Intellectual Freedom/Censorship | 4. Copyright and intellectual property |
| 5. Continuing education | 6. Diversity |
| 7. Education and accreditation | 8. Employment |
| 9. Equity of access | 10. Ethics |
| 11. Fundraising | 12. International relations |

- | | |
|------------------------------------|---------------------------------------|
| 13. Legislation | 14. Literacy |
| 15. Notables and recommend reading | 16. Outreach |
| 17. Personnel | 18. Preservation of library materials |
| 19. Public awareness | 20. Public education |
| 21. Publications | 22. Research |
| 23. Standards and guidelines | 24. Technology |

Among ALA's publications are *American Libraries* and *Booklist*

American Association of School Librarians (AASL)

<http://www.ala.org/aasl>

The American Association of School Librarians is a division of the American Library Association. Its mission is to advocate excellence, facilitate change, and develop leaders in the school library media field. Essential functions of AASL include:

Responsibility to the field

1. Vision and Voice: Developing, implementing and articulating a vision for the profession through standards, frameworks and guidelines
2. Development of the Knowledge Base: Developing and disseminating theory, best practice and research to move the field forward
3. Continuing Issues: Continuing support for the major issues in the field such as funding, reading, technology and intellectual freedom

Responsibility to members

1. Communications: Disseminating information through a variety of formats
2. Professional Development: Providing opportunities for continuing education
3. Community: Building a sense of community and creating connections to others

Outreach

1. Advocacy: Reaching out to constituencies and decision-makers who affect the quality of school library media programs

The Association

1. Association Maintenance: Maintaining an association that is fast, focused, friendly, flexible, and fun

Indiana Library Federation (ILF)

<http://www.ilfonline.org>

The Indiana Library Federation is a statewide organization for library and media center professionals and supporters. The Federation is devoted to fostering the professional growth of its members and the promotion of all libraries in Indiana. It accomplishes its goals through statewide continuing education, public awareness, and library advocacy.

The ILF is made of five library associations:

1. Association for Indiana School Library Educators
2. Indiana Academic Library Association
3. Indiana Corporate & Network Library Association
4. Indiana Library Trustee Association
5. Indiana Public Library Association

The Federation separates statewide membership into eight geographic districts. Each district elects officers and has their own organizational structure and schedule of events. Annual district conferences are held to provide an opportunity for local library staff to exchange ideas.

Publications include *Focus on Indiana Libraries* and *Indiana Libraries*

Association for Indiana School Library Educators (AISLE)

The Association for Indiana Media Educators is one of five associations which comprise the Indiana Library Association. As an advocate for Indiana school library media programs, AISLE sponsors an annual conference, the Indiana Media Fair, and the Young Hoosier and Eliot Rosewater Book Awards. AISLE also presents annual awards to library media professionals and individuals outside the profession for their support of Indiana school media programs.

Indiana Computer Educators (ICE)

<http://www.doe.in.gov/olt/techplan/partice.html>

Indiana Computer Educators is a non-profit professional group whose mission is assisting educators to enhance learning through the use of technology. Founded in 1980, ICE is comprised of member who are K-12 educators, administrators, or higher education professionals. ICE sponsors an annual conference, publishes a quarterly newsletter, and maintains a listserv for members.

Hoosier Educational Computer Coordinators (HECC)

<http://www.hecc.k12.in.us>

Hoosier Educational Computer Coordinators is a special interest group of Indiana Computer Educators. The mission of HECC is to provide those charged with implementing education technology in Indiana schools with timely information and resources in order to improve communications, efficiency, and the integration of technology. HECC sponsors conferences on topics pertinent to its members and a strand of concurrent sessions at the ICE conference.

International Society for Technology in Education (ISTE)

<http://www.iste.org>

The International Society for Technology in Education is dedicated to promoting appropriate uses of information technology to support and improve learning, teaching, and administration in K-12 education and teacher education. An organization of great diversity, ISTE leads through presenting innovative educational technology books and programs; conducting professional development workshops, forums, and symposia; and researching, evaluating and disseminating findings regarding educational technology on an international level. ISTE is the administrative sponsor of the National Education Computing Conference (NECC). Among ISTE's publications is *Leading and Learning with Technology*.

Association for Educational Communications & Technology (AECT)

<http://www.aect.org>

The mission of the Association for Educational Communications and Technology is to provide leadership in educational communications and technology by linking professionals holding a common interest in the use of educational technology and its application, to the learning process.

The goals of AECT include:

1. Defining those disciplines and professional activities that make up educational communications and technology
2. Accommodating, serving, and representing professionals and professional activities in educational communications and technology
3. Developing those elements and attributes that enhance the professional stature of educational communications and technology
4. Actively promoting the improvement in learning environments through the use of educational communications and technology

Westchester Public Library

<http://wpl.lib.in.us/>

The Westchester Public Library serves the residents of Westchester Township (Porter County, Indiana), the towns of Chesterton, Porter, Burns Harbor, and Dune Acres are contained entirely or in part of the library service area. The remainder of Porter County is served by the Porter County Public Library, a separate library taxing district. The Westchester Public Library and the Porter County Public Library have entered into a reciprocal borrowing agreement which allows patrons to borrow from both libraries without charge.

Libraries:

Thomas Library
200 West Indiana Avenue
Chesterton, IN 46304
926-7696

Hageman Library
100 Francis Street
Porter, IN 46304
926-9080

Library Service Center (library technical services)
100 West Indiana Avenue
Chesterton, IN 46304
921-0963

Services include: audiovisual services, automation services, circulation services, reference services, serials services, adult services, children's & young adult services, and meeting services.

Collections include: adult collections, young adult collections, children's collections, reference collections, serials collections, audiovisual collections, and material selection.

The WPL *believes it is the right and responsibility of parents – and only parents -- to restrict their children -- and only their children --from access to library materials they believe are unsuitable.*

LM_NET

LM_NET is a discussion group open to school library media specialists worldwide and to people involved with the school library media field. It is not intended for general librarians or educators. Conversations on LM_NET should focus on the topics of interest to the school library media community including the latest on school library media services, operations, and activities. It is a group for practitioners helping practitioners sharing ideas, solving problems, telling each other about new publications and up-coming conferences, asking for assistance or information, and linking schools through their library media centers.

To subscribe to LM_NET:

1. Send an email message to:
LISTSERV@LISTSERV.SYR.EDU
2. In the first line of the message, type SUBSCRIBE LM_NET firstname lastname
Of course you would substitute your actual name in the line such as:
SUBSCRIBE LM_NET John Doe

The LM_NET listserv computer will respond with an informative message, which will ask for a confirmation. You will then be added if you properly follow the directions.

Opening Day Checklist

Make a list of tasks to be completed for the opening of school.

1. Set of school calendar.
2. Promote all students to next grade.
3. Purge graduating students from data base.
4. Update teacher/classroom information.
5. Import new materials from summer arrival dates.
6. K-4 library barcodes ready for students' first check out date.

Closing Day Checklist

Make a list of tasks to be completed for the last day of school. (do not include inventory procedures)

1. All materials have been returned, ready for inventory.
2. Students that have materials after the final due date have been sent letters regarding the return or payment of materials.
3. Teachers have renewed their materials or have returned them to the library media center.
4. Any equipment that needed to be returned to the library media center has been returned or has been accounted for and secured.
5. Computations sheets for the coming year have been returned to the Director of Media Services.
6. Repair list of have been given to maintenance for summer cleaning.
7. All desk materials have been secured for summer cleaning.
8. All personal items have been secured or removed for safe keeping.
- 9.

300 Series - Personnel

Directories

Members: Departments of Media and Technology –see building directories

Quick Reference: District Department Staff Duties

Job Descriptions

Director of Media Services

Director of Information and Technology

Library Media Specialist

CHS Department Head

Technology Supervisor

Technology Training Coordinator

CHS Technology Coordinator

Student Information Management Systems (SIMS)Coordinator

Receptionist/Secretary (**Currently unfilled 2013**)

Bookkeeper

Processor

Textbook Coordinator/Processor

Web Site Coordinator

Technology Aide

Technician

Elementary, Intermediate, Middle School Media Secretary

High School Library Services Secretary

High School Technology Services Secretary (**Currently unfilled 2013**)

Building Technology Aide

Volunteers

Student Volunteers

Adult Volunteers

Evaluation of Staff

Teacher Evaluation

Media Specialist Evaluation Form

Evaluation of Classified Staff

Noncertified Educational Office Personnel Evaluation Form

Leave

Types of Leave

Leave Forms

Reimbursement Forms

Work Calendars

Computation Forms

Computation Forms

Computation Forms - Instructions

Job Description

Job Title: Library Media Specialist

Job Classification: Teacher

Administrative

1. Administer and supervise the library media center for efficient operation and optimal service
2. Develop a balanced collection that is diverse and meets the needs of students and staff
3. Maintain a relevant professional library that promotes professional development .
4. Involve students and staff in the selection of resources
5. Encourage appropriate conduct of students using library media facilities
6. Plan and administer budgets
7. Train, supervise, and evaluate support staff and student volunteers
8. Coordinate the regular inventory, maintenance, and repair of resources
9. Provide reports on library media use as required by the administration
10. Communicate regularly about programs, plans, activities, and accomplishments

Access and Delivery

11. Maintain an inviting and attractive physical environment that fosters use by students and staff
12. Organize resources, schedules, and facilities to stimulate productive learning
13. Coordinate the acquisition and circulation of all materials and resources
14. Maintain centralized systems for bibliographic control, circulation, and distribution
15. Make resources available at the time of learning via flexible scheduling and/or extended hours
16. Arrange for interlibrary loans within the district and outside the district
17. Inform students, teachers and administrators about the arrival of new materials and resources

Consultant

18. Assist teachers in locating materials to support content-area instruction
19. Provide bibliographic services for faculty and staff
20. Assist teachers in integrating library media services and instruction with classroom learning
21. Provide leadership in the integration of technology into the curriculum
22. Collaborate with staff to integrate information literacy throughout the learning process
23. Serve on school and/or district curriculum, technology, and school improvement committees
24. Chair building technology committee at the elementary, intermediate, and middle school level

Instructional

25. Maintain knowledge of curriculum, student needs, and instructional/information resources
26. Orient new students to library media facilities, resources, services, and policies
27. Guide students in materials selection by providing reference and reader's advisory services
28. Encourage students to become independent and socially responsible users of information
29. Provide instruction in information skills, research strategies, and the use of resources
30. Implement programs that encourage reading for enjoyment and promote media literacy
31. Aid students in communicating the results of their research in a variety of formats

Professional

32. Remain current on issues related to use of information and technology for learning
33. Participate actively in professional associations at the local, state, and national level
34. Function as resource for issues regarding copyright and intellectual freedom
35. Provide staff development in the use of instructional resources and new technologies
36. Maintain professional relationships with faculty and administrative staff
37. Develop annual and long-range goals for the library media program

February, 2001

Job Description

Job Title: CHS Department Chairperson - Department of Media and Technology

Job Classification: Teacher

1. Perform duties described in job description for high school media specialist
2. Set standard and tone for the department
3. Oversee all aspects of the media and technology department
4. Monitor and supervise departmental staff
5. Evaluate overall program
6. Provide evaluative input for department personnel
7. Serve as department liaison with IMC and with school administration
8. Serve on the Faculty Advisory Committee
9. Works with department heads to incorporate information literacy skills in all areas

January, 2001

Job Description

Job Title: Technology Supervisor

Job Classification:

1. Maintain, update and troubleshoot district telephone system
2. Assist in the maintenance and management of district networks
3. Coordinate system repair services and vendor updates
4. Provide technical assistance to schools and departments
5. Assist district Technology Training Coordinator in developing and conducting workshops
on office and instructional applications for computers and related technologies
6. Train district and building level technology support personnel
7. Assist in the evaluation and selection of hardware
8. Provide assistance and technical advice in hardware and software installation
9. Perform other duties at the direction of the Superintendent or Director of Information & Technology

September, 2000

Job Description

Job Title: Technology Training Coordinator

Job Classification:

1. Determine technology staff development needs using appropriate assessment instruments
2. Develop and coordinate a comprehensive and consistent technology staff development program utilizing a variety of instructional methods which includes:
 - a. orientation of new staff members to district technology plan and district technology capabilities
 - b. training in application software adopted by the district
 - c. strategies for the integration of technology into the curriculum
 - d. introduction of staff members to emerging technologies
3. Plan and conduct OR arrange for technology training to meet district needs
4. Provide technology assistance to staff members through direct instruction or telephone help line
5. Prepare all necessary training materials
6. Develop and recommend to the Director of Media and Technology a three-year budget for trainers, substitutes, stipends, materials and other items required to implement technology staff development program
7. Preview, evaluate, and recommend the purchase of commercial videos, CD-ROMs, and Web-based subscriptions to support technology training
8. Recommend the subscription to and purchase of technology based periodicals and books
9. Publicize district technology training program to staff members
10. Communicate workshops, conferences and other outside technology training opportunities to staff members
11. Develop a cadre of teachers representing all buildings to assist in technology training
12. Develop and participate in user groups as needed
13. When resources allow, assist in the development and management of district technology training center
14. Assist Professional Development committee members in implementing district staff development goals

Job Description

Job Title: Chesterton High School Technology Coordinator

Job Classification:

1. Serve as building representative on district technology committee
2. Implement and maintain building technology plan
3. Act as building representative in conjunction with the school corporation technology plan
4. Collaboratively plan with and coordinate efforts of building media specialists and staff members to enhance the delivery of instruction to students through the use of technology
5. Configure and oversee the instructional-based computer program of the school and instruct students as needed or if requested
6. Act as technology resource to facilitate new education initiative by providing feedback regarding feasibility, barriers, synergies and best practices
7. Review and evaluate emerging technologies and software for the building
8. Store original copies of software and maintain inventory of audiovisual and technology based equipment and software in the building
9. Provide for the prompt installation and troubleshooting of software and hardware for the building
10. Supervise basic troubleshooting, maintenance and repair of hardware and networks
11. Promote staff development through facilitating teacher training involving technology
12. Schedule regular monthly meetings with CHS Media and Technology Chair to discuss technology concerns, progress and activities
13. Manages media distribution system as directed by building principal
14. Work with department chair and district Director of Media and Technology to plan and maintain all network services for the school
15. Develop and maintain building technology budget

Job Description

Job Title: Student Information Management Systems (SIMS) Coordinator

1. Maintain AS400
2. Order service for AS400 from IBM as required
3. Coordinate district use of RDS programs
4. Serve as district liaison with Regional Data Services
5. Attend meetings for users offered by Regional Data Services
6. Perform necessary RDS updates
7. Provide training and support to district users of RDS programs
8. Configure hardware/software for RDS users
9. Identify need and cost of customized programming changes to RDS service
10. Establish local work groups for administrative database users
11. Communicate service updates to users and administrators
12. Inform Director of Technology of annual budget needs
13. Facilitate the interface of district administrative databases
14. Perform other duties at the direction of the Director of Media and Technology

January, 2001

Job Description

Job Title: Receptionist/Secretary

Job Classification: Secretary

1. Greet visitors, answer telephone, and direct calls to IMC personnel
2. Receive, route, and send interschool mail
3. Open, sort, and forward U.S. mail
4. Coordinate UPS shipments
5. Coordinate interschool loan of AV materials
6. Order, receive, route, return, and notify schools of preview materials
7. Check-in and route periodicals
8. Clean IMC videos and films after building use
9. Ensure copy/fax machine supplies are available and replace toner/paper as needed
10. Route incoming faxes
11. Compile library supply order based on building requests and forward to bookkeeper
12. Compile office supply order based on IMC personnel requests and forward to bookkeeper
13. Assist with receiving and unloading of trucked shipments
14. Verify that shipments correspond with purchase orders
15. Prepare materials for and assist parents with the review of AIDS/Health media
16. Maintain current file of vendor catalogs
17. Assist other IMC staff members at the direction of the Director of Media and Technology

September, 2000

Job Description

Job Title: Bookkeeper

Job Classification: Secretary

1. Work directly with Director of Media and Technology with budget issues such as balances, ordering, and troubleshooting problems with orders .
2. Prepare purchase orders online
3. Verify correctness and completeness of orders when received
4. Correct orders through vendors if incorrect or incomplete
5. Prepare invoices for payment
6. Maintain bookkeeping records for dollar allocations given to each building per media account number
7. Maintain database and hard copy bookkeeping journal
8. Keep balanced records with district business office
9. Prepare textbook rental purchase orders for elementary schools
10. Prepare invoices for payment for textbook rental and maintain records of amount spent per school per purchase order
11. Update vendors' names and addresses on online bookkeeping system as necessary
12. Maintain records for deposit accounts -
13. Order soft drinks for vending machine as needed
14. Maintain accurate records for above listed items
15. Help maintain a pleasant working atmosphere in an extremely busy, open-concept office
16. Perform general secretarial duties at the direction of the Directors of Media Services & Information and Technology
17. Assist other IMC staff members at the direction of the Directors of Media Services & Information and Technology

September, 2000

Job Description

Job Title: Processor

Job Classification: Secretary

1. Create and edit MARC records using online databases or print sources
2. Generate appropriate labels, shelf list cards, and import disks
3. Apply labels and/or crystal jackets as required
4. Pack and ship processed material following appropriate truck order procedures
5. Assist with textbook adoption and textbook rental processing when needed
6. Prepare statistical reports as needed
7. Maintain database for truck orders issued
8. Maintain library automation system database: withdrawals, additions, corrections and backups
9. Contact automated library system vendor regarding software issues and refer technical questions to technology supervisor as needed
10. Process books for bindery for each media center
11. Conduct annual inventory of Instructional Materials Center catalog collection
12. Process end-of-year school inventories
13. Assist other IMC staff members at the direction of the Directors of Media Services & Information and Technology

September, 2000

Job Description

Job Title: Textbook Coordinator/Processor

Job Classification: Secretary

Textbook Adoption (Primary duty)

1. Request textbook samples from publisher upon Receipt of State Textbook Adoption List
2. Maintain record of samples requested and correspondence sent to publishers
3. Inventory materials received from publishers and route to appropriate schools
4. Order additional samples as requested
5. Inventory and return materials to publishers when requested
6. Verify that credit has been issued for adoption materials which have been returned

Textbook Rental (Primary duty)

7. Update textbook order forms sent to principals with new pricing information; create new textbook order forms as needed
8. Work with IMC bookkeeper to proof textbook requests received from principals prior to order
9. Maintain inventory of textbooks in stock at IMC and order additional textbook materials as directed
10. Maintain database inventory of textbook materials for all elementary schools
11. Upon receipt of textbook orders, verify contents and determine building destination
12. Sort and mark all student textbooks, teacher editions, and supplementary materials; ship to each appropriate school
13. Contact publishers when necessary to follow up on back ordered materials and replace missing or damaged items
14. Distribute and update each elementary school textbook inventory when necessary
15. Request excess textbooks be returned to IMC at the end of each year; update inventory
16. Contact used textbook vendors as requested for pickup of any used textbooks at IMC
17. Maintain truck order log of preview materials sent to individual buildings

Processing (Secondary duty)

18. Perform duties described in IMC Processor job description as secondary role
19. Assist other IMC staff members at the direction of the Directors of Media Services & Information and Technology

Job Description

Job Title: Web Master - Web Site Coordinator

Job Classification: Instructional Aide (Non-Title I)

Web Site Development and Maintenance

1. Manage Duneland School Corporation web site
2. Design, develop, update and maintain web pages for the Duneland School Corporation Web Site
3. Work with Public Relations Director, administrative staff and other building personnel on special web site projects
4. Assist and advise building personnel on the development and publication of school and classroom web pages
5. Provide instruction and support to corporation personnel in the use of HTML editing software, digital photography, image scanning and image editing software
6. Provide basic HTML instruction and act as HTML resource person to district personnel
7. Upload files to the Internet server

Network Support

1. Act as Postmaster of district e-mail system including additions and deletions of e-mail accounts
2. Provide instruction and support to district personnel on the use of Web browser software
3. Troubleshoot Internet connection problems
4. Assign IP addresses and maintain IP address records
5. Make network cables when requested

Telephone System Support

1. Provide basic telephone support to Administration Center, Instructional Materials Center, and Special Services Center
2. Report major telephone problems at the Administration Center, Instructional Materials Center, and Special Services Center to Telephone System Administrator
3. Provide telephone support to all district buildings when Telephone System Administrator is unavailable

Other Duties

1. Distribute batteries, lamps and other AV supplies as requested by building personnel
2. Maintain inventory of lamps, batteries, and other AV supplies
3. Occasionally pick up/deliver special order AV supplies
4. Maintain AV supply data base
5. Assist other IMC staff members at the direction of the Directors of Media Services & Information and Technology

Job Description

Job Title: Instructional Materials Center Technology Aide

Job Classification: Instructional Aide (Non-Title I)

Equipment Inventory

1. Engrave and apply AV tags to new equipment
2. Record purchase information for new equipment
3. Pack and ship new equipment to buildings following appropriate truck order procedures
4. Maintain equipment data base: additions, deletions, transfers, and backups
5. Print and file inventory cards
6. Notify media specialists of additions and withdrawals to building inventory
7. Create building inventory disks
8. Occasionally deliver new equipment (under 20 lbs.) to buildings

Equipment Repair

1. Perform minor repairs including but not limited to replacing lamps and fresnel lenses, repairing electrical plugs and cables, and cleaning/demagnetizing audiocorders
2. Report major repairs to Technology Supervisor
3. Arrange for repair by outside sources including completing necessary work orders and arranging for shipment or pickup of equipment
4. Occasionally deliver equipment to appropriate service center for repair
5. Keep accurate records of repair and warranty information
6. Maintain equipment repair database
7. Arrange for delivery of repaired equipment to buildings following appropriate truck order procedures
8. Deliver repaired equipment to buildings if under 20 lbs.

Other Duties

1. Install software
2. Copy audio and video tapes and computer files
3. Clean overhead projectors at all elementary and middle schools annually
4. File software preview records
5. Maintain- truck order database
6. Assist other IMC staff members at the direction of the Directors of Media and Technology

Job Description

Job Title: Instructional Materials Center Computer Technician

Job Classification: Computer Technician

1. Diagnose and repair school corporation computers, peripheral equipment and associated software
2. Develop and follow a regular schedule of maintenance of school corporation computers on a school-by-school basis
3. Notify Technology Supervisor of malfunctioning equipment under warranty
4. Assist in maintenance of district computer networks
5. Assist vendors in the installation of networking hardware and software
6. Establish and maintain inventory of parts to perform computer repairs
7. Assist building level personnel with the installation of hardware and software as directed
8. Perform operating system and vendor software updates and backups as required

September, 2000

Job Description

Job Title: Elementary School Media Secretary
Intermediate School Media Secretary
Middle School Media Secretary

Job Classification: Secretary

1. Perform clerical duties including generating reports, forms & letters and operating general office machines
2. Generate orders for all print & non-print materials and preview requests
3. Check out materials to students and staff; generate overdue notices when necessary
4. Shelf materials and read shelves as needed
5. Maintain library automation system as directed
6. If directed, reserve media center facilities for classes
7. Fill interlibrary loan requests
8. Maintain periodical collection
9. Ready new materials for circulation
10. Maintain shelf list card catalog
11. Mend materials as needed
12. Assist in weeding and withdrawal of old materials
13. Assist in end-of-year inventory: generate reports and prepare materials & cards for discard
14. Establish reserve collections as directed by media specialist
15. Assist in the supervision and direction of student aides
16. Maintain vertical files as needed
17. Assist media specialists, staff, and students locate materials
18. Participate in housekeeping duties
19. Assist in maintaining an appropriate atmosphere in media center
20. Assist in creating library displays
21. Forward equipment needing repairs to the Instructional Materials Center
22. Maintain records of equipment circulation and repairs
23. Laminate materials and create transparencies as directed by the media specialist
24. Maintain elementary reading series inventory

November, 2000

Job Description

Job Title: Chesterton High School Media Secretary - Library Services

Job Classification: Secretary

1. Assist students and staff in library research
2. Assist media specialist in locating materials for students and staff
3. Establish reserve collections as directed by media specialist
4. Maintain library automation system: patron status, circulation records, collection updates
5. Generate overdue notices
6. Generate orders for all print materials
7. Manage all aspects of periodical collection including ordering, processing and archiving
8. Maintain an accurate account of media budget and expenditures
9. Ready new materials for circulation
10. Maintain shelf list card catalog
11. Mend materials
12. Assist in weeding and withdrawal of old materials
13. Assist in end-of-year inventory: generate reports and prepare materials & cards for discard
14. Shelve materials
15. Assist in the supervision and direction of student aides
16. Maintain vertical files: ordering, organizing, and keeping orderly file
17. Perform clerical duties including generating reports, forms & letters and operating general office machines
18. Participate in housekeeping duties
19. Assist in maintaining an appropriate atmosphere in media center
20. Assist in creating library displays
21. . Copy and organize book reviews
22. Maintain Professional Development Opportunities Notebooks by copying brochures and updating offerings

Job Description

Job Title: Chesterton High School Media Secretary - Technology Services

Job Classification: Secretary

1. Check Titlemaker each morning and add or delete announcements
2. Schedule large group rooms and computer labs
3. Unlock computer labs, boot computers, and shut down at end of day
4. Complete laminating and dry mounting requests
5. Videotape programs for staff
6. Answer all phone calls and forward messages
7. Schedule and track all video tapes loaned to teachers
8. Deliver and setup sound system components
9. Complete software, videos and other non-print material orders
10. Maintain a database of non-print material orders
11. Check in all new orders
12. Maintain up-to-date lists of videos for each department
13. Forward and track repairs sent to IMC
14. Order all supplies used by Chesterton High School staff members in production area
15. Perform other duties at the direction the CHS Media and Technology Department Chair

CHS Technology Coordinator

September, 2000

Student Volunteers

Student volunteers have proven to be a valuable resource in the operation of the district's media centers. Media specialists are to select student volunteers using guidelines and procedures set by the building principal. It may be advisable to seek parent permission for student volunteers in grades K-8. While assisting in the media center, student volunteers must be supervised at all times by a media center staff member. Duties assigned to student volunteers must be age appropriate.

Adult Volunteers

From time to time it may be advantageous to utilize parent or citizen volunteers to assist in the media center. All volunteers must be approved by the building principal and must be identified with names, addresses and location of work areas. Media specialists must clarify duties and the limits of responsibility with any volunteer assisting in the media center. As per **Duneland Rule and Regulation 109**, all volunteers will be covered by the school corporation liability insurance policy while on duty.

Notification of Absences

Media specialists are to create absences using the Aesop online system. Personal Leave and Professional Leave forms must also be filled out when using those absence options.

Any long term absences need the approval of the School Board. See Board Policy 1430, 4430, or 3430 for more information.

It is not necessary to notify the Directors of Media and Technology of the absence of media secretaries or technology aides. Time sheets need to reflect the absence and the amount of sick or personal time used.

Types of Leave

Professional Leave

Requests must be submitted a minimum of two weeks in advance of the leave date.

All administrators, including the Director of Media and Technology, are allocated funds for travel. These funds are usually used when administrators request teachers to attend professional meetings. At their discretion, administrators may agree to fund all or part of the costs associated with teacher initiated professional leave requests. Teachers are advised to first request Enrichment Leave funds from the PR&R Committee before requesting funds from administrators.

If funding has been approved (either enrichment or professional), teacher must complete a Professional Leave Form indicating the dates of the meeting, a description of the meeting, and associated costs. These forms must be returned to the building administrator form. These forms must be forwarded to the Director of Media and Technology when IMC travel funds will be used to cover part or all of the requested leave. When submitting such requests, please remind the building principal of this procedure. The Director of Media and Technology will note the appropriate account number on the form and forward it to the Administration Center.

A copy of the professional leave form indicating its approval will be returned to the requesting staff member. Attached will be claim and mileage forms that must be completed for reimbursement. It is important to note that original receipts for costs incurred must be included with completed claim forms. When mileage is being claimed, it is important that beginning and ending odometer readings for the trip must be noted to receive reimbursement.

It is the policy of the Duneland Schools NOT to prepay for any costs associated with travel. Staff members must incur costs and then request reimbursement.

Enrichment Leave

Enrichment leave is available for all Duneland teachers. Enrichment leave is designed to provide money and days in order for teachers to participate in activities such as seminars, workshops, conferences, and school visits. Leaves are to be teacher-oriented, teacher initiated, and are to enrich the teacher with ideas to improve instruction. Professional leave is required when the request is administrator-initiated.

Teachers are limited to one paid enrichment leave per semester. A second request will be considered for day(s) only. Enrichment leave forms are available in each building from the teacher representative to the Duneland Teachers Association Professional Rights and Responsibilities Committee (PR&R). The completed form is submitted to the building principal who then forwards it to the chairman of the PR&R committee. The committee meets every two weeks to take action of requests.

Requests may be submitted at any time. Since funds and days are expended on a first-come, first served basis, it is always advisable to submit requests well ahead of time. So that funds are available for the entire teaching staff, some restrictions apply. These are periodically changed.

Currently, the restrictions are as follows:

1. \$180 and two days maximum per request
2. One paid leave per semester
3. \$360 and four days maximum per year
4. \$1,200 & 12 days maximum, in a 5-year period

Personal, Family and Bereavement Leave

Other forms of leave include leave to conduct personal business, care for a family member and for bereavement. If required, appropriate forms should be completed in advance and submitted to building principals or supervisors when possible. When it is not possible to complete a request form in advance, the building principal or supervisor must be notified of the absence and the appropriate form submitted as soon as possible following the absence.

May, 2001

Leave Forms

Copies of leave forms; professional, personal, PR & R, Family, and Bereavement can be acquired in the building principal's office.

All leave must be entered into the AESOP program also.

Instructions for Substitutes

Each building media specialist is to provide written instructions for individuals that may substitute for them during absences. These instructions are to be placed in this section of the Media & Technology Policy & Procedure handbook. (At this time, 3/4/13, media specialists are not supplied with a substitute unless directed by Superintendent and the School Board.)

Administration Center	
Assistant Supt.	Date
Dir. Per	Date

Duneland School Corporation Media Specialist Evaluation Form

Media Specialist _____ Date _____

School _____

Teacher Status: ___ Non-Permanent ___ Semi-Permanent ___ Tenure

Instructions: It is essential that the media Specialist and the evaluator be familiar with R&R 409A which explains the "Process of Evaluation/Observation. "

RECOMMENDATION: I do _____ do not --- recommend this media specialist for continued employment.

Evaluator Signature/Position (Principal)

Evaluator Signature/Position (Director of Media and Technology)

Signatures below indicate a conference between the media specialist and the evaluator was held. Media specialist's signature does not necessarily mean approval of evaluator's report.

Media Specialist's Signature : _____ Date: _____

Evaluator's Signature
(Principal): _____ Date: _____

Evaluator's Signature
(Director of Media Services) _____ Date: _____

ADDENDUM: The evaluatee has the right to attach an addendum to this evaluation

I do _____ do not _____ wish to attach an addendum. _____

Evaluatee's Signature

Management

Planning

S

NI

1. Confers with administrators concerning media operation, program & budgets		
2. Establishes cooperation with school community		
3. Establishes goals, objectives, priorities and strategies		
4. Establishes policies and procedures		
5. Develops and maintains budgets		

Comments:

Organization

1. Maintains accurate up-to-date records		
2. Provides access		
3. Arranges facilities		
4. Maintains user-oriented environment		
5. Arranges and circulates resources		
6. Manages personnel		

Comments:

Evaluation

1. Conducts program assessment		
2. Analyzes data and modifies program		

Comments:

Collection Development

Selection/Acquisition

1. Uses approved selection policies		
2. Uses acceptable selection procedures		
3. Solicits educator and student input		

Comments:

Maintenance

1. Provides for maintenance and repair		
2. Weeds and inventories collection		

Comments:

Service

Skills Instruction

S

NI

1. Utilizes scope and sequence guide		
2. Plans with faculty to present on-going media orientation and skills needed in individual and course work		

Comments:

Consultation / Information

1. Participates with faculty in selecting, designing, using and evaluating learning materials and equipment		
2. Provides reference assistance		
3. Orients students and educators		
4. Instructs and updates educators		
5. Participates in curriculum planning and development		

Comments:

Personal Development and Professional Growth

Personal Attributes

1. Is neat and well groomed		
2. Evidences physical well-being and is regular in attendance		
3. Is articulate		
4. Shows sound emotional adjustment; is calm and mature in actions and reactions		
5. Acknowledges the rights of others to hold differing views or values		
6. Responds professionally to challenges and changing conditions		
7. Enjoys working with young people		
8. Maintains a professional attitude in staff relationships		

Comments:

Professional Growth

1. Manifests pride in the media profession		
2. Utilizes planning and preparation time constructively		
3. Participates in committees		
4. Is self-analytical/self-critical in efforts to improve professionally		
5. Keeps informed and in touch with recent developments in media research		
6. Attends and participates in meetings of professional organizations		
7. Communicates and initiates action on new media developments and trends in the local school		

Comments

Production

S

NI

1. Provides production resources and technical assistance		
---	--	--

Comments:

Public Relations

1. Promotes program		
---------------------	--	--

Comments:

Professional Development Plan

[illegible]

Evaluation Classified Staff

The following is cited from the Duneland School Corporation Classified Employee Handbook:

Performance Review Process

Performance appraisals provide a systematic way for each employee to measure his or her development, to discuss it with a supervisor and to know how well he or she is meeting the requirements of the job.

Your performance will be reviewed after your first 90 days on the job and then on an annual basis.

Reasons for evaluating:

1. To perform an evaluative or judgmental function, the results of which are used for making administrative decisions about employees.
2. To perform a developmental function designed to help improve performance by aiding employees in identifying areas for improvement and growth.
3. To recommend for or against employment.

Performance review forms are intended to assist supervisors in recording their assessment of employee performance and in communicating their appraisals to the employee. Following are the general definitions of performance levels:

#5 - Exceptional. Performance is consistently at the very highest level and far exceeds requirements.

#4 - Very Good. Performance is regularly at a high level and significantly exceeds requirements.

#3 - Good. Performance is at an acceptable level and meets or exceeds requirements.

#2 - Fair. Performance is at a minimally acceptable level and marginally meets requirements.

#1 - Unsatisfactory. Performance is at an unacceptable level and below requirements.

Your supervisor will include explanatory comments justifying his or her rating. You will also be given an opportunity to enter comments on the forms in the sections provided. If you disagree with the performance review, you are encouraged to discuss the differences with your supervisor in an effort to reach a mutually satisfactory resolution. You can note any unresolved issues on the form and appeal them to the Assistant Superintendent for Operations.

DUNELAND SCHOOL CORPORATION EVALUATION FORM

Non-Certified Educational Office Personnel
(Page 1 of 2 Pages)

A. Reasons for Evaluating

1. To perform an evaluative or judgmental function, the results of which are used for making administrative decisions about educational office personnel.
2. To perform a developmental function designed to help improve performance by aiding educational office personnel in identifying areas for improvement and growth.
3. To recommend for or against employment.

B. Who Will Be Evaluated

1. All educational office personnel currently employed regardless of experience shall receive one evaluation during 1989-90 school year.
2. Educational office personnel new to the Duneland School Corporation as of the 1989-90 school year and thereafter shall receive one evaluation prior to Christmas vacation and the second evaluation prior to April 1.
3. All educational office personnel, after the initial evaluation period, shall receive a written evaluation at least every three years.
4. Additional evaluations may be given at the discretion of the responsible administrator. An educational office personnel employee may request a written evaluation from the building principal or other supervisory administrator at any time.

C. Who Evaluates

Educational office personnel will be evaluated by the building principal, assistant principal, vertical directors, or immediate supervisor. The evaluator should schedule a conference with the educational office personnel employee not sooner than two calendar days after the educational office personnel employee is given the written evaluation. A conference may be held sooner if requested by the educational office personnel employee.

D. Educational Office Personnel Evaluation Forms

Forms will be provided by the assistant principal. Forms should be completed in triplicate.

1. Copy 1 - Educational Office Personnel Employee
2. Copy 2 - Principal or Evaluator
3. Copy 3 - Forward To Assistant Superintendent

=====

Name

Job Title

Building

Date of Employment

=====

Please circle the appropriate number for each of the items listed below using the following criteria:

1. Unsatisfactory performance--not acceptable for continued employment.
 2. Conditional performance--improvement needed and with help it is hoped that improvement will occur.
 3. Competent performance--a capable and competent level of performance.
 4. Above-average performance.
 5. Performance that is distinctly outstanding.
- N/A Not applicable.
- N/O Not observed.

DUNELAND SCHOOL CORPORATION

EVALUATION FORM 2

Non-Certified Educational Office Personnel
(Page 2 of 2 Pages)

Categories

1. Attendance	1	2	3	4	5	N/A	N/O
2. Punctuality	1	2	3	4	5	N/A	N/O
3. Neatness of appearance	1	2	3	4	5	N/A	N/O
4. Organization of work station or area	1	2	3	4	5	N/A	N/O
5. Cooperation with co-workers	1	2	3	4	5	N/A	N/O
6. Cooperation with administrators	1	2	3	4	5	N/A	N/O
7. Cooperation with teachers and students	1	2	3	4	5	N/A	N/O
8. Observation of health and safety practice and requirements	1	2	3	4	5	N/A	N/O
9. Skill and/or accuracy in completion of assigned tasks	1	2	3	4	5	N/A	N/O
10. Willingness to improve job knowledge and skills	1	2	3	4	5	N/A	N/O
11. Ability to work with minimum of supervision	1	2	3	4	5	N/A	N/O
12. Care demonstrated in the use of equipment and supplies	1	2	3	4	5	N/A	N/O

Describe basis for any of the above ratings and/or comment on any items not covered by the above categories:

Goals for improvement in area(s) that are of concern:

* Employee's Signature _____ Date _____

Evaluator's Signature _____ Date _____

Continued employment recommended _____yes _____no

* Signature indicates only that evaluation has been read and that the employee has received a copy. Any employee comments may be placed on the back of the form.

Optional: Attach job description to evaluation form.

Reimbursement Forms

An Accounts Payable Voucher must be submitted to the Administration Center to be reimbursed for approved costs related to professional meetings. A separate Mileage Claim must also be submitted to be reimbursed for mileage costs.

Special Notes for Reimbursement for Professional Meetings and Enrichment Leaves:

1. Please submit paid receipts when requesting reimbursement.
2. Fees for toll road and parking cannot be paid by the corporation if mileage is being claimed.
3. All mileage requests must also be put on the special mileage form. The corporation reimbursement is fifty-one cents (51¢) per mile. It is important to list starting and finishing odometer readings on the Mileage Claim.
4. All receipts must be the originals. No copies accepted. Please note that all lodging and meal receipts must be itemized to show what was actually ordered. They can no longer show just a bill total. Also, if meals are put on lodging receipt, they too need to be itemized. Add total of lodging, meals, conference fees and mileage. Place this total on attached claim form, signed where it reads "Signature," and **return all forms to Michelle Ashby, Ad. Bldg.**
5. Only expenses incurred by each individual should be filed on their claim. A bill that covers more than one person should be divided.

EXAMPLE: Hotel bill for two people \$150.00 shows as \$75.00 on each person's claim.

6. **There will be no reimbursement without receipt.**
7. White copy of Professional Leave form must be returned with receipts.

Computation Forms

Computation Forms indicate the work schedule for all classified staff members except those on a twelve-month contract. This form will indicate:

1. The start date of the contract
2. The end date of the contract
3. Days worked
4. Days not worked but paid (holidays)
5. Days not worked and unpaid
6. Shortened days

Computation Forms are completed in the Spring for the following school year. The Director of Media and Technology will notify media specialists of the total hours given to each their support staff. Media specialists are to complete computation forms based on this total amount indicating starting date, ending date, days not worked and unpaid, and shortened days. Days not worked but paid (holidays) are already indicated on the form. Completed computation forms are to be returned to the Director of Media and Technology.

It is important to note that "Total Days" on the form indicates the total days an employee is paid for. Full days, shortened days, and holidays each count as 1 when calculating the total.

400 Series - Budget

General Fund

General Fund Accounts

Capital Projects

Capital Project Accounts & Three-Year Plans

Capital Projects Plan Worksheet

Consumables

Consumables

Grants

Grants

Request for Grant Application

General Fund Accounts

The Instructional Materials Center administers several General Fund Accounts. The following accounts are for budgets allocated to individual buildings:

Account Number	Category
010-22220-430-022	Books
010-22220-440-022	Periodicals
010-22230-450-022	Audiovisual media
010-22230-470-022	Film Rental

In addition, the Instructional Materials Center administers General Fund Accounts for the following district services:

- Contracted service –library
- Library travel
- Library supplies
- Contracted service - audiovisual
- Repair/ Replacement
- Audiovisual supplies
- TV supplies

Capital Projects Accounts

The Instructional Materials Center administers all building and district Capital Projects Accounts designated for technology.

Buildings are allowed to purchase audiovisual & technology-based equipment and computer software from CPF accounts. Buildings may also use CPF funds to cover nonrecurring technology training costs. Any maintenance costs that are specific to buildings are to be covered by building CPF accounts

Costs related to district technology & audiovisual services are administered by IMC. District costs include:

1. contracted repairs
2. data and voice network maintenance agreements
3. AS400 maintenance
4. Surpass maintenance
5. RDS maintenance
6. Telecommunication charges
7. Software maintenance and upgrades
8. Equipment to meet district services
9. Training
10. Salaries & benefits for department personnel whose responsibilities are technology based

CPF funds MAY NOT be used to purchase any consumable including inkjet and laser printer cartridges.

Capital Projects Three-Year Plans

The Director of Information and Technology is required to submit a Three-Year CPF Plan annually. While the Director identifies district needs, building media specialists in consultation with their building technology committee are to submit a Three-Year CPF Plan outlining building needs to the Director for inclusion in the district plan.

Buildings should estimate costs for technology needs using the form identified on the following two pages.

Three-Year Capital Projects Plan

Instructional Materials Center

Building _____

Fees for professional services

I. Nonrecurring In-service technology training

(Goal 4 - Professional Development)

	SY	SY	SY
A. Trainers			
B. Registration Fees			
C. Travel			

Fixed and Mobile Equipment

I. Software

(GOAL 1 - Student Learning)

	SY	SY	SY
A. Educational Applications			
New			
Upgrades			
Renewals			
Adoption Based Software			
B. Management			
New			
Upgrades			
Renewals			
C. Serials			
Online Subscriptions (new)			
Online Subscriptions (renewal)			
Software (new)			
Software (renewal)			

II. Computer Equipment

(Goal 2 - Access and Management)

	SY	SY	SY
A. Computer Systems			
Basic PC System			
Basic PC System with upgrade			
Laptops			
B. Individual Components			
CPUs/Servers			
Monitors			
Keyboards/Mice/Input Devices			
Drives/Storage Devices			
Speakers/Headphones			
Cards: Network/Video/Sound			
Memory			
Multimedia Components			
C. Other Computing Devices			
PDAs			
Calculators			
D. Miscellaneous			

III. Audiovisual Equipment
(GOAL 2 - Access Management)

	SY	SY	SY
A. Projection			
1. Overhead projectors			
2. Visual Presenters/Document Cameras			
3. Slide Projectors			
4. Projection Screens			
B. Audio			
1. Portable cassette player/recorder			
2. CD players			
3. CD/Cassette/AM-FM Speaker system			
4. Language Master			
5. Amplifiers			
6. Microphones			
7. Speakers			
8. Headphones			
9. Public Address Systems			
C. Video			
1. Televisions			
2. TV/VCR combos			
3. VCRs			
4. Camcorders			
5. Laser Disk Players			
6. DVD Players			
7. Tripods w/dolly			
D. Production			
1. 35mm Cameras			
2. Laminators			
3. Lettering machines/dies			
E. Carts/Furniture			
1. TV carts			
2. Projection carts			
4. Technology based furniture			
F. Maps/Globes			
G. Power strips			
H. Other (list)			

IV. Peripherals

(GOAL 3- Productivity)

A. Printers			
1. Inkjet			
2. Laser			
B. Scanners			
C. Digital Cameras			
D. Multimedia projectors			
E. Electronic Whiteboards			
F. Other (list)			

500 Series – Acquisitions

Selection Guidelines

ALA Library Bill of Rights
Selection and Reconsideration of Materials (Policy 620)
Selection of Instructional Materials (R&R 620a)
Instructional Materials Reading Lists (Policy 615)
Request for Reconsideration of Materials Form

Preview

Previewing Policies
WC Preview Notification - Example

Process

Acquisition Process

Order Forms

Books
Follett- Titlewave
Non Print Materials
Equipment and Service
Bookkeeping Cards

Ordering Procedures

Books
Non Print Media
Periodicals
Film Rental
Multiple Copies / Supplemental Texts
Equipment and Service

Processing

Policy
Services
Procedures
Abbreviations Used in Cataloging

Textbooks

Textbook Adoption/Rental

Library Bill Of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948.
Amended February 2, 1961, and January 23, 1980,
inclusion of "age" reaffirmed January 23, 1996,
by the ALA Council.

SELECTION AND RECONSIDERATION OF MATERIALS

The Board of Education of the Duneland School Corporation hereby declares it the policy of the corporation to provide a wide range of instructional materials on all levels of difficulty, with diversity of appeal, and "the presentation of different points of view and to allow review of allegedly inappropriate instructional materials.

I. Responsibility for Selection of Materials

A. The board of education is legally responsible for all matters relating to the operation of the Duneland School Corporation.

B. The responsibility for the selection of instructional materials is delegated to the professionally trained and certificated staff employed by the school system. For the purpose of the rule the term "Instructional Materials" includes printed and audio-visual materials (not equipment), whether considered text materials or media center materials (media)

C. While selection of materials involves many people (principals, teacher, students, supervisors, community' persons and media specialists), the responsibility for coordinating the selection of most instructional materials and making the recommendation for the purchase rests with certificated media personnel. For the purpose of the rule the term "media' specialist includes librarians, school media specialists or other appropriately certificated persons responsible for the selection of media.

D. Responsibility for coordinating the selection of text materials for distribution to classes will rest with appropriate department chairperson or with the textbook evaluation committee. For the purpose of the rule the term "text materials" includes textbooks and other print and non-print material provided in multiple copies for use of a total class or a major segment of such a class.

II. Criteria for Selection of Materials

A. The following criteria will be used as they apply:

1. Materials shall support and be consistent with the general educational goals of the corporation and the objectives of specific courses.
2. Materials shall meet high standards of quality in factual content and presentation.
3. Materials shall be appropriate for the subject area and for the age, emotional development, ability level, and social development of the students for whom the materials are selected.
4. Materials shall have aesthetic, literary, or social value.
5. Materials chosen shall be by competent and qualified authors and producers.
6. Materials shall be chosen to foster respect for women and minority and ethnic groups and shall realistically represent our pluralistic society, along with the roles and life styles open to both women and men in today' s world. Materials shall be designed to help students gain an awareness and understanding of the many important contributions made to our civilization by women and minority and ethnic groups. Materials shall clarify the multiple historical and contemporary forces with their economic, political, and religious dimensions which have operated to the disadvantage or advantage of women,· and minority and ethnic groups. These materials shall present and analyze intergroup tension and conflict objectively, placing emphasis upon resolving social and economic problems. Materials to make clear the important role religion has had in shaping every age and culture shall be included with emphasis on objectivity and balance. Materials shall be designed to motivate students and staff to examine their own attitudes and behavior and to

comprehend their own duties, responsibilities, rights and privileges as participating citizens in a pluralistic, nonsexist society.

7. Materials shall be selected for their strengths rather than rejected for their weaknesses.
8. Biased or slanted materials may be provided to meet specific curriculum objectives.
9. Physical format and appearance of materials shall be suitable for their intended use.

B. The selection of materials on controversial issues will be directed toward maintaining a balanced collection representing various views.

III. Procedure for Selection of Materials

A. Media Center Materials (Media)

1. In selecting materials for purchase for the media center, the media specialist will evaluate the existing collection and the curriculum needs and will consult reputable, professionally prepared selection aids and other appropriate sources. For the purpose of this rule the term "media" includes all materials considered part of the library collection, plus all instructional materials housed in the resource centers and classrooms (if any) which are not text materials. For the purpose of this rule, the term "media center" is the space, room or complex of rooms and spaces designated as a library, media center, instructional materials center or similar term. It may include units not contiguous to the center where facilities dictate. These units would include but not be limited to resource centers, computer labs, production centers, and television studios.

2. Recommendations for purchase will be solicited from faculty and student body.

3. Gift materials shall be judged by the criteria in Section II and shall be accepted or rejected by those criteria.

4. Selection is an ongoing process which shall include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.

5. Selections are forwarded to the office of a Superintendent or the Superintendent's designee (e.g., the district media director or the business manager) through the media specialist, principal or other person in charge of the school building for purchase throughout the year.

B. Text Material

1. Text materials committees shall be appointed at the time that text adoption areas are determined~

2. Criteria for text materials consistent with the general criteria for materials selection noted in Section II shall be developed by the textbook adoption committee.

3. The committee shall present its recommendation(s) to the Superintendent or other designated administrator.

4. The Superintendent or the superintendent designee and the text materials committee shall present the recommendation(s) to the Board for adoption.

IV. Objection

A. Any resident or employee of the school corporation may raise objection to instructional materials used in the corporation's educational program despite the fact that the individuals selecting such material were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material.

1. The school official or staff member receiving a complaint regarding instructional material shall try to

resolve the issue informally. The materials shall remain *in* use unless removed through the procedure in Section IV.B.6.e. of this rule.

a. The school official or staff member initially receiving a complaint shall explain to the complainant the school's selection procedure, criteria, and qualifications of those persons selecting the material.

b. The school official or staff member initially receiving a complaint shall, explain the particular place the objected to material occupies in the educational program, its intended educational usefulness and additional information regarding its use, or refer the complaining party to someone who can identify and explain the use of the material.

2. In the event that the person making an objection to material is not satisfied with the initial explanation, the person raising the question should be referred to someone designated by the principal or person in charge of the school building to handle such complaints or to the media specialist for that school building. If, after private counseling, the complaint has been referred will assist in filling out a reconsideration request form in full.

3. The individual receiving the initial complaint shall advise the principal or person in charge of the school building where the challenged material is being used of the initial contact no later than the end of the following school day, whether or not the complainant has apparently been satisfied by the initial contact. A written record of the contact shall be maintained by the principal or other person in charge of the school building.

4. The principal or other person in charge of each school building shall review the selection and objection rules with the staff at least annually. The staff shall be reminded that the right to object to materials is one granted by policies enacted by the board of education and firmly entrenched in law. They shall also be reminded of ethical and practical considerations in attempting to handle resident complaints with courtesy and integrity.

B. Request for Reconsideration

1. Any resident or employee of the school district may formally challenge instructional materials used in the district's educational program on the basis of appropriateness. This procedure is for the purpose of
 1. considering the opinions of those persons in the schools and community who are not directly involved in the selection process.
 2. Each school building and school corporation's central office will keep on hand and make available reconsideration request forms. All formal objections to instructional materials must be made on this form.
 3. The reconsideration request form shall be signed by the complainant and filed with the Superintendent or someone so designated by the Superintendent.
 4. Within five business days of the filing of the form the Superintendent or person designated by the Superintendent shall file the material in question with the reconsideration committee for re-evaluation. The committee shall recommend disposition to the office of the Superintendent.
 5. Generally, access to challenged material shall not be restricted during the reconsideration process. However, in unusual circumstances, the material may be removed temporarily by following the provisions of Section IV.B.6.3 of this rule.
 6. The Reconsideration Committee
 - a. The reconsideration committee shall be made up of eleven members.
 - (1) One teacher designated annually by the Superintendent.
 - (2) One school media specialist designated annually by the Superintendent.
 - (3) The Director of Media Services.

- (4) Three members from the community, one each representing the elementary schools, middle schools and high school designated annually by the Superintendent.
 - (5) Three high school students, selected annually from and by the student council.
- b. The chairperson of the committee shall not be an employee or officer of the district. The secretary shall be an employee or officer of the district.
- c. The committee shall first meet each year during the third week *in* September at a time and place designated by the Superintendent and made known to the members of the committee at least three school days in advance.
- d. A calendar of subsequent regular meetings for the year shall be established and a chairperson and a secretary selected at the first meeting.
- e. Special meetings may be called by the Superintendent to consider temporary removal of materials *in* unusual circumstances. Temporary removal shall require a three-fourths vote of the committee.
- f. The calendar of regular meetings and notice of special meetings shall be made public through appropriate student publications and other communications methods.
- g. The committee shall receive all reconsideration request forms from the Superintendent or person designated by the Superintendent.
- h. The procedure for the first meeting following receipt of reconsideration request form is as follows:
 - (1) Distribute copies of written request form.
 - (2) Give complainant or group spokesperson an opportunity to talk about and expand on the request form.
 - (3) Distribute reputable, professionally prepared reviews when available.
 - (4) Distribute copies of challenged material as available.
- i. At subsequent meetings, interested persons, including the complainant, may have the opportunity to share their views. The committee may request that individuals with special knowledge be present to give information to the committee.
- j. The complainant shall be kept informed by the secretary concerning the status of the complaint through the committee reconsideration process. The complainant and known interested parties shall be given appropriate notice of reconsideration committee meetings.
- k. At the second or subsequent meeting, as desired, the committee shall make its decision in open session. The committee's final decision will be:
 - (1) to take no removal action,
 - (2) to remove all or part of the challenged material from the total school environment,
 - (3) to allow students to use alternate titles, approved by the school personnel involved, or
 - (4) to limit the educational use of the challenged material. The sole criteria for the final decision is the appropriateness of the material for its intended educational use. The written decision and justification shall be forwarded to the Superintendent for appropriate action and to the complainant and the appropriate school buildings.
- 1. A decision to sustain a challenge shall not be interpreted as a judgment of irresponsibility on the part of the professionals involved in the original selection or use of the material.
- m. Requests to reconsider materials which have previously been before the committee must receive approval of a majority of the committee members before the materials will again be reconsidered. Every reconsideration request form shall be acted upon by the committee.

- n. In the event of a severe overload of challenges, the committee may appoint a subcommittee of members or nonmembers to consolidate challenges and to make recommendations to the full committee. The composition of this subcommittee shall approximate the representation on the full committee.
- o. Committee members directly associated with the selection, use, or challenge of the challenged material shall be excused from the committee during the deliberation on such materials. The Superintendent may appoint a temporary replacement for the excused committee member, but such replacement shall be of the same general qualifications of that person excused.
- p. If not satisfied with the decision, the complainant may request that the matter be placed on the agenda of the next regularly scheduled meeting of the Board.
- q. Any person dissatisfied with the decision of the Board may appeal to the State Board of Public Instruction pursuant to state law.

Reaffirmed Policy on
May 5, 1997 as
adopted on December 11, 1989

DUNELAND SCHOOL CORPORATION
Chesterton, Indiana

SELECTION OF INSTRUCTIONAL MATERIALS

The selection of instructional materials is the joint responsibility of the administration, teachers, and media specialists. Students are encouraged to recommend or suggest instructional materials for consideration for purchase.

Approved selection aids are utilized in selecting instructional materials.

For the selection of non-print materials for which there are few recognized lists or critical reviews, we follow the selection criteria as determined by the Indiana State Department of Public Instruction issued March, 1966.

School media specialists shall recommend the purchase of print and non-print material for the media centers they serve based upon the recommendations and suggestions they receive from the administration, staff, and students and their professional judgment. The building principal shall be given the opportunity to react to these recommendations. The ultimate responsibility for selection of all media center materials rests with the director of media services who operates within the framework set by the superintendent.

8/17/ 99

INSTRUCTIONAL MATERIALS

All material on mandatory or recommended reading lists, given to students by teachers, must be available in the school media center.

Reaffirmed Policy on
May 5, 1997 as
adopted on March 5 1979

Duneland School Corporation
Chesterton, Indiana

Acquisition Process

The following is a brief summary of the budget, selection and ordering process:

1. General Fund, Capital Projects, and other budgets are proposed by the Superintendent of Schools.
2. Budgets are approved by the School Board and State Tax Commission who makes necessary adjustments.
3. Although funds become available January 1, purchase orders are not processed until the previous years accounts are cleared and accounts for new year are setup. This process may take several weeks to complete.
4. Director of Media Services receives budget and distributes funds to buildings.
5. Buildings prepare orders for materials, equipment and services using Duneland selection guidelines and after consulting with appropriate staff members.
6. Orders are forwarded to Director of Media and Technology. Once approved by Director, orders are forwarded to Instructional Materials Center Bookkeeper.
7. Bookkeeper prepares Purchase Orders.
8. Purchase Orders are forwarded to Administration Center for approval and processing by Business Office staff.
9. Administration Center Business Office forwards Purchase Orders to vendors.
10. Vendors fill orders and ship items to Instructional Materials Center.
11. IMC staff processes materials and equipment and ships to buildings.
12. Vendor sends invoice to Instructional Materials Center.
13. IMC Bookkeeper prepares paperwork for payment and forwards to Administration Center Business Office.
14. Approval for payment must be made by School Board at a regularly scheduled meeting.
15. Once approval is granted, Business Office issues check and pays vendor.

IMPORTANT NOTES:

1. All orders must be approved by the Director of Media Services.
2. No item will be purchased with media funds without a valid Duneland Purchase Order.
3. Duneland staff members are NOT to purchase directly from vendors.

Order Forms - Bookkeeping Cards

A bookkeeping card must accompany all orders and include the following information:

1. Name of School: use abbreviation - BA, BR, JA, LE, YO, LIS, WIS, CMS, CHS
2. Account number You may use one of the following rather than the actual account number:
 - a. BOOKS
 - b. AV
 - c. PERIODICALS
 - d. FILM RENTAL
 - e. CPF
3. Company name
4. Company address if you have not ordered from this vendor before. It is extremely important that you have the vendor's current address. Incorrect addresses will result in significant delays in receiving materials
5. Number of items ordered
6. Cost total amount of order
7. Shipping: allocate 6% of total amount of order unless vendor provides free shipping
8. Do not exceed amount: For 'fill to' orders, indicate the maximum amount this order can reach

The following items on the Bookkeeping Card are completed by IMC:

1. Rec'd IMC
2. PO Date
3. PO#
4. Total Paid

Copies of the Bookkeeping Card noting PO numbers and Total Amount Paid will be returned to Media Specialists by IMC Bookkeeper.

Ordering Procedures - Books

1. Individual cards for each title requested are NO LONGER required to be submitted with orders.
2. You may submit as many orders as your budget allows, but limit each order to NO MORE than 50 titles.
3. Submit orders using format described
4. Orders should be arranged alphabetically by title ignoring articles.
5. Orders must include:
 - Name of requesting school
 - Name of vendor
 - Date
 - Total amount of order
6. Orders must include the following for each item requested:
 - Quantity requested
 - Title
 - Author
 - ISBN number OR catalog number if vendor provides its own catalog number
 - Type (How material is to be processed) FIC, NF, SC, 92, 920, REF, PRO If you want a specific Dewey Number, indicate this here
 - Copyright date
 - Unit Cost
 - Total Cost
7. If ordering a set or series title, include on a separate sheet a list of individual titles included in the series or set.
8. Reference or Professional books ordered from Follett must each be grouped together and submitted on a separate order.
9. Complete Bookkeeping Card (see MIT 555) for each order.
10. Send Bookkeeping Card along with 4 copies of order to IMC Bookkeeper
11. IMC Bookkeeper will return a copy of Bookkeeping Card to building Media Specialist noting the order's Purchase Order (PO) Number. Please refer to this PO Number inquiring about order status.

Ordering Procedures - Non Print Media

1. You may submit as many orders as your budget allows, but limit each order to NO MORE than 50 titles.
2. Orders should be arranged alphabetically by title ignoring articles.
3. Orders must include:
 - Name of requesting school
 - Name of vendor
 - Date
 - Total amount of order
4. Orders must include the following for each item requested:
 - Quantity requested
 - Title
 - ISBN number OR catalog number if vendor provides its own catalog number
 - Type (How material is to be processed) FIC, NF, SC, 92, 920, REF, PRO
If you want a specific Dewey Number, indicate this here
 - Items: Specify exactly what items should be received with each title ordered
 - Copyright date, if available
 - Unit Cost
 - Total Cost
5. If ordering a set or series title, include on a separate sheet a list of individual titles included in the series or set.
6. Reference or Professional
7. Complete Bookkeeping Card for each order.
8. Send Bookkeeping Card along with 4 copies of order to IMC Bookkeeper

IMC Bookkeeper will return a copy of Bookkeeping Card to building Media Specialist noting the order's Purchase Order (PO) Number. Please refer to this PO Number when inquiring about the status of orders.

Ordering Procedures - Periodicals

1. Magazines may be ordered from two sources
 - a. periodical vendors
 - b. directly from publishers
2. Periodical vendors provide 'one-stop shopping' and allow periodicals from several publishers to be purchased from one source. This saves not only time but in many instances money. Periodical vendors currently serving the Duneland Schools are:
 - a. EBSCO
 - b. Intercontinental Subscription Company
3. All schools are purchasing periodicals from either EBSCO or Intercontinental and will receive a renewal form annually.
4. Media Specialists should review this renewal notice deleting and/or adding wanted titles.
5. It is important that Media Specialists verify that the periodical vendor carries wanted titles. To find this information, contact the IMC Bookkeeper for EBSCO Subscriptions or contact Intercontinental directly. Subscription costs should be obtained at this time also.
6. Revised renewal notices from periodical vendors should be forwarded to the IMC Bookkeeper along with a Bookkeeping Card for the order. The IMC Bookkeeper will then issue a purchase order for the order.
7. To order directly from a publisher, send to the IMC Bookkeeper either the publisher's subscription form OR a letter indicating school name
 - school name
 - publisher
 - publisher's address
 - length of subscription
 - cost of subscription
8. Remember, a separate order request and Bookkeeping Card must be submitted for each periodical vendor and publisher (when ordering direct).
9. The IMC Bookkeeper will return a copy of the Bookkeeping Card noting the Purchase Order (PO) number for the order. Please refer to this number when inquiring about orders.
10. If you have problems with subscriptions or missing issues, please contact vendor or publisher directly.
11. It is important to maintain a record of subscription lengths. Orders for multiple years will result in multiple copies (and multiple charges) if renewals are made before the subscription period ends.
12. Orders for newspapers must include:
 - length of subscription in weeks

- whether weekend delivery is wanted
- dates you do not want delivery

You must call newspapers directly to stop delivery during breaks or delivery will continue.

12. Each Media Center MUST subscribe to at least one of the following:

- Booklist
- School Library Journal
- Library Media Connection
- VOYA
- Library Journal
- Horn Book
- Other

Ordering Procedures - Film Rental

Although rarely used, it is still possible to order free and/or rental 16mm films. Use the following guidelines:

1. Buildings should order Free Films directly from vendor.
2. For rental films, buildings should complete the vendor's order form and send it to the IMC Bookkeeper with a completed Bookkeeping Card.
3. IMC will process orders and return films to vendors after use

Funds not used from the Film Rental budget to rent films may be used to purchase non print media or books as directed by IMC.

Ordering Procedures - Multiple Copies / Supplemental Texts

A maximum of 5 copies per title may be purchased from media accounts. This policy has been implemented to protect media budgets and prevent them from being used to purchase supplemental texts. Supplemental texts should be purchased from book rental accounts controlled by building principals.

May 2001

Ordering Procedures - Equipment and Service

1. Equipment and services are purchased through Capital Projects Fund accounts and purchases MUST be in accordance with the building's Three-Year Capital Projects Fund Plan.

2. Equipment purchases are based on the following:

- Bids awarded by the Association of Indiana Educational Service Centers
- Bids awarded by the Duneland School Corporation
- Quotations

3. Computers, printers, and other applicable technology equipment are purchased from vendors awarded bids by the Indiana Educational Service Centers

- IMC will identify technology specifications, solicit current quotations from vendors, and select vendor(s) to supply technology equipment for the current budget year
- IMC will notify buildings of vendor, equipment selected, and equipment prices items ordered through the IESE Computer Bid are ordered directly from the vendor. Please note on requisition that purchase orders for these items are to be forwarded to the vendor.

4. When appropriate, buildings are to order audiovisual equipment from the Indiana Association of Educational Service Center's Audio-Visual Equipment, Lamps & Supplies Catalog. This catalog may be accessed at: <http://wesc.k12.in.us/coop/>

BE SURE to note on requisition that purchase orders for these items are to be forwarded to the Service Center (NWIESC)

5. For other purchases, Formal Bids OR Quotations may be required:

- It is Duneland policy that formal bids be solicited from vendors if the order is \$75,000 or greater
- It is Duneland policy that three (3) written quotations be obtained for orders \$25,000 or greater (but under \$75,000).
- It is strongly recommended that oral quotations be obtained for equipment purchases below \$25,000 to ensure the best possible price is obtained

6. All requisitions for equipment or service must be on the Service Help Desk automated form.

7. When obtaining quotations, please note that items bid through the Indiana Educational Service Centers INCLUDE shipping. Any shipping costs for other vendors/items must be included on requisition.

8. Forward all requisitions for equipment or service to the Directors of Media and Technology.

9. Generally, equipment is shipped directly to IMC, processed, and then delivered to requesting building. In some instances equipment is shipped directly to buildings. Buildings should notify IMC when equipment shipped direct arrives so the IMC staff can check equipment received against purchase orders, process equipment, and begin processing paperwork for payment.

May, 2001

Processing Services and Procedures – Policy

Duneland School Corporation R&R 620B mandates that all technology equipment, audiovisual equipment, and instructional materials which become the property of the Duneland School Corporation must be processed by IMC regardless of funding source. This includes items purchased directly by a building or building program. It is the responsibility of building principals and/or vertical department chairmen to be certain that materials purchased with their funds are processed.

These include:

- All library books
- Supplemental and professional books
- Technology equipment
- Audiovisual equipment and materials
- Instructional media including models, charts, globes, games, and maps
- Science equipment that has an individual serial number
- Commercially prepared pictures or other art objects

MAY, 2001

Processing Services and Procedures - Services

Services performed by the IMC processing staff include:

- Process all new materials including gift items and duplicate copies
- Edit and maintain the district Union Catalog
- Process permanent withdrawals
- Maintain and update annually a "Lost File"
- Prepare, ship, and reprocess Bindery Books
- Process end-of-year inventories for each building
- Maintain a record of site licenses
- Update Policy and Rules & Regulation Manuals
- Assist Textbook Coordinator with processing of new materials

May, 2001

Processing Services and Procedures -Procedures

1. Materials are processed in the following order:

- any item designated as a 'rush order' due to curricular demands
- dated materials such as almanacs and encyclopedias
- reference and professional items
- all other items are processed in the order they are received

2. Dewey Decimal Number Assignment: If a specific Dewey Number is desired, it is important that this is communicated to processors. Processors always refer to requisitions submitted by media specialists to seek guidance regarding how materials should be processed. If a specific call number is desired, it should be listed on requisitions.

3. Classification: Media Specialists should also indicated the classification of each title ordered:

- | | | |
|-----------------|-----------------------|----------------------------|
| • REF Reference | • E Easy/Everybody | • PRO Professional |
| • 92 Biography | • N/F Nonfiction | • 920 Collective Biography |
| • FIC Fiction | • SC Story Collection | |

4. If a specific call number isn't requested, processors will use the number used in the OCLC record or on the CIP inside the book.

5. A MARC record is used as the official description of an item. This record is edited for use and compatibility in preparation to download the record into the Union Catalog. Each record is assigned a 6 or 7 digit barcode number, assigned either by an IMC Processor or by Follett Library Resources. Each barcode contains the following information:

- call letters (top left)
- classification, Dewey number, and first 3 letters of Author's last name (first 3 letters of title in the case of nonprint materials)
- title printed under the call letters
- 14 digit number (top right): All barcodes begin with the number '3' followed by the four digit school location code. This building code is followed by 1 zero when the code for the item consists of 7 numbers or 2 zeroes when the code for the item consists of 6 numbers. The last number of the barcode is merely a filler number. If the school code is not correct on the barcode label and doesn't match that school's barcode range, the barcode reader will not read the label correctly
- barcode lines
- school name printed under bar lines

6. Labels are placed on books as follows:

- a barcode label is placed vertically on the upper left margin of the front cover of the book covering as little as possible of the title. The label is covered with a clear protector shield.
- A second barcode label is placed center top on the last page, inside cover.
- spine labels are placed at the bottom of the spine of each book leaving a little margin between it and the bottom edge of the book. Spine labels are also covered with a clear protector shield.

7. Supplemental materials are not processed at IMC. Each media center has its own special range of barcode numbers to be used for these items.

8. Processed materials will be shipped to schools. Processed materials will include an import disk and shelf list cards for each item.

9. Contact processors for:

- assistance in selecting a Dewey Number
- questions regarding matches
- questions about importing records or editing records after importing

10. Processors are unable to answer Surpass questions beyond editing and importing records

Chapter 6 - Curriculum

1. K – 12 Curriculum (See the District Share Drive for Curriculum Templates K-12)
2. Instruction (See Individual building media specialist for fixed / flexible schedule.)
3. Staff Development
 - a. ILF Conference.
 - b. AISLE District Meeting.
 - c. Monthly District Meetings.
 - d. Available Enrichment Leave through the DTA bargaining unit.
 - e. NWIECS membership provided professional development.
 - f. Early Dismissal Days through regular school calendar.

700 Series - Circulation and Inventory

Circulation

Materials

Equipment

Use of School Supplies, Equipment and Facilities by School Personnel

Inventory

Policy

Procedure- Materials

Procedure - Equipment

Fines

Fines for Lost or Damaged Materials

Circulation - Materials

Materials circulate on the following schedule for students:

BOOKS

1. Elementary Schools

General Collection: 1 week

Reference: Overnight only

2. Intermediate

General Collection:

Reference:

Magazines:

3. Middle

General Collection: 2 weeks

Reference: 2 weeks

Magazines: 2 weeks

Reserved: Overnight only

4. High School

General Collection: 3 weeks

Reference: 3 weeks

Magazines: 3 weeks

Students at all levels may renew books previously checked out, based on building procedures.

NON PRINT MATERIALS

In general, non-print materials are not to be circulated to students for use outside the schools. Media Specialists may make an exception to this rule when there is an extraordinarily need.

Materials circulate on the following schedule for staff:

1. Building collections: Although there is no designated circulation period for materials signed out to staff members, all materials are due at end of the school year. Staff should always be reminded to return materials when they are no longer needed.

2. Interschool loan materials: Items need to be requested through the building media specialist

3. Interlibrary Loan & Previews: It is very important that all materials borrowed from outside agencies be returned on time. Some agencies impose a monetary penalty for items returned late. This penalty will be the responsibility of the requesting staff member.

Circulation – Equipment

(AG 7530)

Equipment circulates to start in four ways

1. Daily/Weekly

Equipment housed in the media center circulates to staff on a daily basis. Each media center should develop a form to be used by staff members borrowing equipment on a daily basis.

2. Yearly

Most equipment used by staff members is loaned to them on an annual basis. It is extremely important that each media center develop a form for signing out this equipment. This form should include the type of equipment, AV number, and any non-tagged accessories.

These forms must be signed by a staff member who will be responsible for the equipment. Never sign out equipment to a department, level, or group.

3. Overnight

Equipment not signed out on a daily or annually may be circulated to staff members on an overnight loan basis. The reason for the loan must be related to school purposes. Once again, an overnight loan form must be signed by the requesting staff member and include the type of equipment, AV number, accessories, value, and purpose of loan. Overnight loan requests must be signed by the media specialist and a building administrator.

4. Summer: see AG [7530](#) - **LENDING OF CORPORATION-OWNED EQUIPMENT (7530 F1 Lending Agreement Form)**

The loan of equipment to staff for use during the summer must be related to specific curricular needs AND BE APPROVED BY THE ASSISTANT SUPERINTENDENT FOR INSTRUCTION. No equipment will be loaned over the summer without this approval. Appropriate forms as described above must be completed and signed.

Equipment use by non Duneland staff members: see AG 7530

Equipment is never loaned to non Duneland staff members for use outside the school unless approved by the Superintendent of Schools.

Use of School Supplies & Equipment by School Personnel

Board Policy 131 discusses the use of school supplies, equipment and facilities by school personnel. This policy in part states:

All school supplies, equipment and facilities have been purchased with public funds for the maintenance and operation of the total educational program.

The "personal" use of school supplies, equipment or facilities by any school employee is prohibited... The term "personal" as used in this policy is defined to mean the use of any school supplies, equipment or facilities by any employee, the employee's family or friends for any purpose other than for the maintenance and operation of approved curricular, extracurricular, community or staff programs or activities. **(5513 - CARE OF PROPERTY . . . B. Personal Property-** From time-to-time students and teachers use personal equipment to enrich the educational program. It is the teacher's responsibility to inform his/her principal so that arrangements can be made for safekeeping such property. The Corporation is not responsible and cannot obtain insurance to cover such property. All such equipment shall be inspected to ensure its safety for classroom use ...)

The building administrators may approve the use of school equipment and facilities for physical fitness or recreation programs for school employees and their immediate families and for meetings of employee groups.

Specific exceptions from this policy may be approved by the Superintendent.

Inventory – Policy

7450 - PROPERTY INVENTORY

An annual inventory of equipment and resources is to be conducted by buildings annually.

A report of materials missing for two consecutive years is to be forwarded to the Director of Media Services.

A report of equipment found missing during each annual inventory is to be forwarded to the Director of Information and Technology.

Inventory – Procedure: Equipment

7455 - ASSET ACQUISITION, TRANSFER, AND DISPOSAL

1. Equipment inventory can take place anytime during the school year.
2. IMC will provide buildings with a data base indicating IMC records of building equipment
3. Buildings should compare this data base with what is inventoried.
4. If buildings believe the IMC database is inaccurate, the Director of Media and Technology should be notified of these discrepancies.
5. After discrepancies are resolved, a report of missing equipment should be forwarded to the Director indicating:
 - a. type of equipment
 - b. AV number
 - c. who the equipment was signed out to
 - d. date
6. Buildings should notify IMC when missing equipment is found so records may be updated

Inventory - Procedure: Materials

1. Before beginning, run file maintenance including key field tables
2. Reset inventory. Do this once, before beginning inventory.
3. Initialize wand before charging overnight
4. Scan books with readers. Download into Surpass. When done with a section, print missing reports by call number.
5. After printing missing items report for a section
 - a. check shelves for all the missing items
 - (1) if it is on the shelf and Surpass shows it "IN", enter it in INV by keyboard or wand
 - (2) if it is on the shelf, and Surpass shows it "OUT", check it in in CIRC and then enter it in INV
 - b. Final missing items list should only show items that are "IN" (missing this year) and "OUT" (missing 2 years)
6. Print lists of LOST items by call number (see directions attached). Compare this list (from CIRC) to the list of missing items (from INV). They should match. If an item is still marked LOST in CIRC, but not on the missing inventory sheets, then check to see if it is on the shelf. Then adjust CIRC records.
7. Using the LOST items list by call number, pull the shelf list cards for those items.
8. Using the MISSING items list, paperclip and mark the shelflist cards for the missing one year items (those marked "IN" ~n the lists).
9. Print the list of lost items. This is done from LOST AND FOUND area. This list will be in barcode number order and will include name of patron and amount paid or owed if applicable. **THE ITEMS IN THIS LIST WILL BE PURGED, SO CHECK IT OVER CAREFULLY.**
10. Print two copies of the list described above. One list is for the building file, and one copy is to be submitted to IMC.
11. Label list "Items Purged from (name of school) (date)."
12. Check a few barcode numbers to make sure they were actually purged.
13. After the two-year lost items have been purged, you may move all of the missing items into LOST. Those will be missing one year, next year will be the second year they've been missing. If they are still missing at the end of next year's inventory they will be purged.
14. Pull shelf list cards for items purged and send along with list to an IMC processor.
15. Upon completion of inventory, buildings may select to complete other tasks associated with the end of the school year in Surpass such as advancing patrons and entering calendar for the next school year.

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Fines and Refunds for Lost or Damaged Materials

5513 - CARE OF SCHOOL PROPERTY –“ . . . The Board authorizes the recovery of costs related to the loss, damage, or destruction of school equipment, apparatus, musical instruments, library materials, textbooks, and for damage to school buildings. . . .”

It is department decision NOT to fine students for overdue materials.

Students are charged for damaged and lost books. Each school treasurer should establish an extracurricular building account for Media. Charges collected for damaged and lost books are to receipted to this account. If lost book is returned, the school treasurer is to refund charges collected to the student.

All books lost and paid for should be withdrawn from the building collection. Media Specialists are to notify an IMC processors of this withdrawal so master control records can be updated.

800 series ... Maintenance

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Internet & Email

Internet Use

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Mending, Binding & Book Care

Mending

Although no one advocates that every worn book be mended, there are many times when mending is appropriate. Mending may be done when the repair is simple or to keep the book in circulation until the summer when it can be sent to the bindery. Repairs can be done easily for worn or torn crystal jackets, loose pages, ragged margins, rumpled pages, and weak cove hinges. Mending supplies including special adhesives, mending tapes, and crystal jackets can be obtained from the IMC. Any items not in stock will be ordered.

An excellent web site providing step-by-step instructions for book mending is maintained by the University of Illinois at Urbana-Champaign. This site can be found at the following URL:
<http://www.library.illinois.edu/prescons/>

Binding

Books in need of professional binding are collected from Duneland Media Centers and sent out for binding during the summer. Buildings will be notified in May of procedures and costs. Books that are out of print and are of particular curricular or reader value are good candidates for professional binding. The rebinding of hardcover volumes, the converting of paperback books to hardcover, and the binding of periodicals are all services that can be performed by the bindery.

For best appearance, volumes should have inner margin of 3/8" for adhesive bound books and 1/2" for sewn books. Prices listed by the bindery include all volumes up to 12" X 12" X 2 1/2". With the exception the Vinabind process (1 of 3 methods used to convert paperbacks to hardcovers), volumes up to 16" X 16" X 4" can be bound for an additional charge.

Care of Books

The following tips for the care of books can help eliminate some problems that require mending or binding services:

1. Never leave books on heat sources.
2. Never use a paper clip to hold pages together.
3. Always place books with tops up on trucks and shelves. If placed on front edge, this should be temporary for rapid sorting only.
4. Reference books in constant use should be watched continuously for repairs.
5. Large dictionaries should be placed on special stands.
6. Large reference books should be left open in the middle to avoid wear on first pages.
7. Never fill a shelf completely; allow room for expansion.
8. Use deep shelves for oversize books.
9. Bound newspapers or other large heavy books are better shelved flat.

Weeding

Book weeding is an important aspect of collection development. When library books and other resources lose the value for which they were originally intended, they should be weeded so that the collection remains vital and useful.

Removing materials that are obsolete,([7310 - DISPOSAL OF CORPORATION PROPERTY](#)) in poor condition or are no longer in demand actually increases circulation by eliminating items that obscure the patron's view of what is accurate, attractive and interesting. Weeding also provides more shelf space for new materials and makes it physically easier for patrons to locate more useful materials.

Weeding decisions must be informed decisions. In order to maintain the most useful collection for students and staff, media specialists must be aware of current curricular needs and be well-versed in children's and young adult literature. It is often much more practical to approach the task of weeding by thinking about why an item should be kept in the collection rather than to determine why it should be discarded.

The weeding of materials is based on the following guidelines:

1. Physical Condition of Material. The physical condition of the collection sends an important message to students and staff about the value placed on resources. Unless repairing or rebinding is appropriate, discard all materials that are damaged, soiled, stained or have torn or missing pages or ripped bindings. Weed items that appear worn out and books with yellowed or brittle pages. It is imperative to remove items that are water damaged or mildewed since they pose a direct threat to other materials in the collection
2. Obsolete Information. Inaccurate information can be dangerous information and should be removed from the collection as soon as it is identified. One piece of "good" information in a title that is otherwise outdated does not justify retention.
3. Timeliness.
4. Duplications.
4. Circulation statistics. Media specialists may want to consider a weeding schedule. Such schedules not only provide for the systematic weeding of materials but also allow for the identification of needed materials for future purchases.

Helpful Websites

http://www.sbac.edu/~media/guid_weeding.html

<http://www.islma.org/pdf/weeding.PDF>

<http://www.lib.az.us/cdt/weeding.aspx>

Procedure for the Disposal of Materials

7310 - DISPOSITION OF SURPLUS PROPERTY (The Corporation shall review instructional materials (i.e. textbooks, library books, manuals, support materials, etc.) periodically to determine the relevance of such materials to the present world and current instructional programs. The following criteria will be used to review instructional materials for redistribution and possible disposal: concepts or content that do not support the current goals of the curriculum, information that may not be current, or worn beyond salvage.)

Duneland School Corporation Rule & Regulation 310 discusses the procedures for book disposal. Although this rule and regulation was written to address the disposal of obsolete textbooks, its wording can be interpreted to cover obsolete library books as well. The first sentence states, "The following guidelines must be followed for the removal of any books that are considered obsolete."

The note at the bottom of Rule & Regulation 310 states, "Any book determined to be obviously unusable, i.e. damaged beyond use or containing inaccurate information, is exempt from steps 1 through 6." Since a majority of books weeded from library collections will be due to poor condition or inaccurate information, steps 7 & 8 of R&R 310 only need be followed.

Weeded materials should be made available to not-for-profit agencies. Those remaining are to be stamped "withdrawn" and properly disposed.

Equipment Cleaning

Maintenance of equipment by building personnel should include a regular schedule for cleaning. Cleaning is a preventative measure that often can prolong the life of equipment and prevent the occurrence of more significant problems.

The IMC Technology Aide will clean overhead projectors on an annual basis.

Cleaning supplies can be obtained from IMC. These supplies include:

- CD laser lens cleaners
- Happy disk drive cleaners
- Video head cleaners
- Audio head cleaners
- Computer screen cleaner
- Computer cabinet cleaner
- Canned air
- Cleaning swabs

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****Equipment - Repair Procedures**

1. IMC staff should be contacted when equipment repairs cannot be performed by building personnel.
2. REQUEST FOR SERVICE forms should be completed and faxed when service by IMC is needed.
3. Emergency service requests may be made by phone to the IMC Technology Supervisor or Technology Aide. This contact should be followed by a faxed REQUEST FOR SERVICE FORM.
4. IMC personnel will either perform repairs on site or request building personnel to ship the malfunctioning equipment to IMC.
5. If malfunctioning equipment cannot be repaired by IMC personnel, it will be sent to an outside repair vendor.
6. Buildings will be notified when equipment cannot be repaired or when work will be too costly to justify repair.
7. For information regarding the status of repairs, contact the IMC Technician or the IMC Technology Aide.

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****Disposal Procedures for Technology & Technology-Based Equipment**

7310 Disposition of Surplus Property, part B

The Corporation shall inspect the equipment used in the instructional program periodically, to determine the condition and usability of such equipment in the current educational program. Should the equipment be deemed no longer serviceable or usable, the following criteria will be used to determine possible disposal: repair parts for the equipment no longer readily available, repair records indicate equipment has no usable life remaining, obsolete and no longer contributing to the educational program, some potential for sale at a school auction or creates a safety or environmental hazard.

1. The Director of Technology shall identify unusable and obsolete technology and technology-based equipment .
2. Unusable technology and technology-based equipment shall be defined as:
 - equipment that is not repairable, or
 - equipment whose repair cost exceeds value, or
 - equipment that is unable to access currently available software.
3. Obsolete technology and technology-based equipment shall be defined as:
 - equipment that is functional but no longer meets curricular or administrative needs, or
 - equipment that is functional but is unable to access needed peripheral devices.
4. Equipment declared unusable or obsolete may be dismantled and parts used for repairs as needed at the direction of the Director of Media and Technology.
5. Equipment identified as unusable shall be appropriately discarded.
6. A request will be made to the Board of School Trustees to declare identified equipment obsolete.
7. Equipment declared obsolete by the Board of School Trustees shall be disposed of as follows:
 - Equipment shall be made available to students, with students qualifying for the free and reduced lunch program being given first choice;
 - Equipment shall then be made available to Duneland School Corporation staff members;
 - Remaining equipment shall be made available to not-for-profit agencies;
 - Equipment not distributed shall be forwarded to the Director of Special Services to be
 - discarded in an appropriate manner.
8. Equipment declared obsolete are distributed to students, staff and not-for-profit agencies under the following conditions:
 - The Duneland School Corporation shall transfer ownership to those accepting distributed equipment;
 - The Duneland School Corporation shall accept no responsibility for the repair, maintenance, or supply of software after ownership of equipment has been transferred;
 - In accordance with license and purchase agreements, all software shall be removed from equipment except for the operating system installed when originally purchased;
9. The Directors of Media and Technology shall be responsible for notifying district staff responsible for asset management and energy conservation of the withdrawal of unusable and obsolete equipment.

Internet Use

AG 7540 Computer Technology and Networks

7540.01 Technology Privacy

AG 7540.03 Student Network and Internet Acceptable Use and Safety

AG 7540.04 Staff Network and Internet Acceptable Use and Safety

Duneland School Board Policy 542 outlines acceptable use of the Internet by students and staff. This policy mandates that all students must have a signed Internet Use Form on file at the student's school. This form must be signed by both students and parents. Students over the age of 18 do not need a parental signature on the Internet Use Form. This form remains in force while the student is a student at the school. Only when a student moves to another building is it necessary for the student and parent to sign a new Internet Use Form. Internet Use Forms on file may be amended by parents at any time.

Duneland School Board Policy 542A requires that students using the Internet be under the direct visual supervision of a school employee.

Key Points:

1. Parents may amend forms at any time.
2. Students using the Internet must be under the direct visual supervision of a Duneland Employee.

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Internet Acceptable Use Policy

Overview

The Duneland School Corporation supports access by students and staff to the rich educational resources available on the Internet. Electronic information research skills are now fundamental to the preparation of life-long learners and future employees. Access to the Internet enables users to explore thousands of libraries, databases, and other resources to meet both curricular needs and personal interests.

The mission, goals, and objectives of the Duneland School Corporation shall provide the foundation for decisions relating to Internet access. Faculty members will provide developmentally appropriate guidance to students as they make use of the Internet to conduct research and other studies related to the district curriculum. As much as possible, access to Internet resources should be structured in ways that point students to those sites that have been evaluated prior to use. Since students will be able to move beyond those resources to others that staff members may not have evaluated, it is essential that students understand the appropriate use of online resources.

Safety

The Duneland School Corporation shall implement procedures to insure the safety of students using online resources. Students using the Internet must first have the permission of and must be supervised by the Duneland School Corporation professional staff. Personal information regarding students will not be disclosed, used, or disseminated without administrative authorization. Internet access will be filtered in accordance with the Children's Internet Protection Act. Unsolicited online contact should be reported by students to their teacher and by staff members to their building administrator.

Warranties

All users should not expect that files stored on district servers will be private. The administration may direct network personnel to review files, communications, and sites visited to maintain system integrity and insure that systems are being used responsibly. Although filtering will be implemented, material on the Internet is uncensored and no guarantee can be made that information found will be valuable, reliable or inoffensive.

The Duneland School Corporation will not be held liable for any lost, damaged or unavailable information due to technical or other difficulties. The district will not be responsible for unauthorized costs incurred by students, nor will it vouch for the accuracy of information obtained through the Internet, nor will it be responsible for students' negligence or mistakes.

Acceptable Use

Acceptable use of computers, networks, network equipment, and Internet access is any use that is consistent with the educational objectives of the Duneland School Corporation. Students using the Internet are responsible for good behavior just as they are in a classroom or other area of the school. Any violation of acceptable use policy and rules may result in loss of access to the Internet. Additional disciplinary action may be determined in keeping with existing procedures and practices regarding inappropriate behavior.

Student Rules for Safe Internet Use

1. Never use school computers to access the Internet without permission.
2. Never give out personal information (name, age, address, phone number) over the Internet.
3. Never use school computers to send pictures of yourself over the Internet.
4. Never agree to meet with anyone you've met online.
5. Never reply to any messages that are mean or make you feel uncomfortable.
6. Never share passwords you may be given with anyone else, even your best friend.
7. Never use personal disks or CDs on school-owned computers without permission.
8. Never use school computers to place orders of any kind.
9. Never use bad language or send threatening messages online.
10. Never use the Internet to download or send obscene material.
11. Never use the Internet to violate school board policy or any law.
12. Always give credit to Internet sources you use in school assignments.

Acceptable use of computers, networks, network equipment, and Internet access is any use that is consistent with the educational objectives of the Duneland School Corporation. Students using the Internet are responsible for good behavior just as they are in a classroom or other area of the school. Any violation of acceptable use policy and rules may result in loss of access to the Internet. Additional disciplinary action may be determined in keeping with existing procedures and practices regarding inappropriate behavior.

Parent Request for Denial of Internet Access

1. Parents or guardians wishing to exercise their option of requesting that their children be denied access to the Internet from school-owned computers and be provided alternative activities not requiring Internet use must complete the form below.
2. Parents with children attending different schools must complete this form at each school.
3. This request will be in effect for all Internet use and activities from this date forward until the student is no longer enrolled in the school.
4. Parents are required to complete a new form each time the student enrolls in a different school.
5. Parents may withdraw this request at any time by notifying the school principal in writing.

Denial of Internet Access

Date: _____

School name: _____

Parent name: _____

Child' s/Children' s name: _____

I hereby request that my child/children listed above be denied access to the Internet from school-owned computers and my child/children be given alternative activities not requiring Internet use.

Parent Signature

INTERNET SUPERVISION

The Duneland School Corporation will provide a secure and safe environment for all students using the Internet. Therefore, it is required that all Duneland students that use the Internet must be under direct visual supervision of a school corporation employee.

Policy adopted on
December 17, 1998

Duneland School Corporation
Chesterton, Indiana

Duneland Website -Webmaster Duties

The Duneland website is maintained by the district Webmaster. The Webmaster performs the following functions:

1. Designs, develops and maintains district web pages.
2. Designs, develops and maintains home pages for each school.
3. Designs and develops building-wide pages such as calendars, newsletters, and email directories upon request providing content is provided in electronic form.
4. Provides training and assistance to any staff member on the web page design process including authoring software, digital photography, scanning and image editing.
5. Provides consultation services to building personnel responsible for designing, developing, and maintaining building level classroom, grade level, department, and extracurricular web pages.
6. Serves as Postmaster for all email accounts.

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Duneland Website - Publication Guidelines

7540.02 –Corporation Web Page... The purpose of such web sites is to educate, inform, and communicate. The following criteria should be used to guide the development of such web sites: A. Educate: Content provided in the web site should be suitable for and usable by students and teachers to support the curriculum and School Corporation's Objectives as listed in the Corporation's Strategic Plan. B. Inform: Content may inform the community about the school, teachers, students, or departments, including information about curriculum, events, class projects, student activities, and departmental policies. C. Communicate: Content may provide an avenue to communicate with the community.

All web pages must be approved by building principals or their designee and the district Webmaster. Pages may be subject to review by the Superintendent of Schools.

Web pages containing any violation or promotion of any violation of district policies or federal, state or local laws will not be published. Pages shall not contain profanity, obscene comments, sexually explicit material, or expressions of bigotry, racism, or hate. Pages shall not promote or encourage illegal or immoral activities. Pages shall not include links to any other sites containing any of the material listed above.

Web pages shall be attractive in appearance, in good taste, and maintained with up-to-date and accurate information. Pages that are not kept up to date will be removed from the district site by the Webmaster.

Individual 'personal' pages will not be put on the Duneland server.

Content in violation of copyright law will not be included on Web pages.

Student produced work is protected by copyright and may be included in Web pages only if written permission has been granted from the student and parent.

Photographs (AG 9120B Photographs/Pictures) of students may be included in Web pages under the following conditions:

a. written parental permission must be granted prior to publication;

NOTE: Forms completed by parents during registration include a photo release authorization. When release is authorized, this form is considered written parental permission ([Form7540 F4](#))

b. photos of K-8 students must have three or more students in the photographs; no names may be published with photographs;

c. individual photos of 9-12 students are allowed as well as group photos and may be published with or without names.

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Email

1. Email accounts are required for all Duneland professional staff members.
2. Email accounts will be established for other staff members upon request.
3. Email accounts will not be established for students.
4. The Duneland Webmaster can provide acceptable options for teachers wishing to implement classroom activities requiring the use of email by students.
5. The Duneland Webmaster who also serves as district Postmaster should be contacted for any additions, deletions, or changes to email accounts through the [Service Desk](#).

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900 Series – Appendix

Copyright Guidelines

AISLE RISE Evaluation

Materials Reconsideration Form

COPYRIGHT GUIDELINES

Copyright Law
Foundation for Duneland Guidelines

Classroom Photocopying Guidelines

- single copies
- multiple copies
- photocopying of music
- photocopying which is prohibited

Copying and Interlibrary Loan Guidelines for Media Centers

- 5. copying for patrons
- 6. copying to replace damaged, lost, or stolen materials
- 7. copying to create archives
- 8. interlibrary loan
- 9. reserves

Musical, Dramatic, and Nondramatic Performances

- 10. public performances
- 11. performances by instructors or students
- 12. reception and transmission

Guidelines for Video

- 13. purchased, rented, or borrowed videotapes
- 14. videotaped broadcast, cable, and satellite programs
- 15. use of videotapes for entertainment or recreation purposes
- 16. broadcast of videotapes over closed circuit systems
- 17. use of videotapes and films by outside groups

Computer Software Guidelines

- 18. archival copies of computer software
- 19. media center and classroom use of computer software
- 20. circulation of computer software
- 21. databases

Copyright Guidelines for Internet Use

- 22. acceptable use policies
- 23. copyright protection of material available on the Internet

- 24. downloading information available on the Internet
- 25. uploading copyrighted works to Internet sites

Copyright Law

Copyright Law protects original works of authorship fixed in any tangible medium of expression, now known or later developed, from which they can be perceived, reproduced, or otherwise communicated, whether directly or with the aid of a machine or device.

Copyright Law does not protect ideas, procedures, processes, systems, methods of operation, concepts, principles, or discovery. However, the manner in which an author expresses an idea, for example, is copyrightable.

Lack of a copyright notice does not mean the work is public domain. Works published after February 28, 1989 are not required to contain a copyright notice to enjoy legal protection. Section 106 of The Copyright Act (Title 17 U.S. Code, Public Law 94-553, 90 Stat. 2541) provides authors of original works five separate rights:

- The right to reproduce or copy the work
- The right to prepare derivative works
- The right to distribute copies of the work to the public
- In the case of an audiovisual work, the right to perform the work publicly
- In the case of a literary, musical, dramatic, or choreographic work, a pantomime, or a pictorial, graphic or sculptural work, the right to display the work publicly

HOWEVER, these rights are not all-encompassing. Sections 107 through 110 of the code discuss the limitations on exclusive rights given to copyright holders:

§ 107. FAIR USE

Section 107 allows for the limited reproduction of copyrighted works for criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, and research.

§ 108. REPRODUCTION BY LIBRARIES AND ARCHIVES

Section 108 allows for the limited reproduction & distribution of copyrighted works by libraries.

§ 109. EFFECT OF TRANSFER OF PARTICULAR COPY OR PHONORECORD

Section 109 gives the legal owner of a copy of a copyrighted work limited authority to sell, rent, lease, or lend the copy.

§ 110. EXEMPTION OF CERTAIN PERFORMANCES AND DISPLAYS

Section 110 allows educators in not-for-profit educational institutions limited authority to perform or display copyrighted videotapes, films, or other audiovisual works.

Foundation for Duneland Guidelines

Copyright Guidelines for the Duneland School Corporation are based on Title 17 U.S. Code and various guidelines that have been developed at the national level to provide interpretation to copyright law. Although these guidelines do not have the weight of law, the record indicates that they have been endorsed by court decisions.

It should be noted that these guidelines are conservative and intend to represent minimums. Exceeding the guidelines may still be legal, but the further one strays from these guidelines the greater the risk exists of violating copyright law.

Classroom Photocopying Guidelines

The following guidelines are based on Section 7 of the Copyright Act and "Guidelines for Classroom Photocopying" which appears in the Report of the House Committee on the Judiciary (HR 94-1476). Section 7 indicates that four factors must be considered in determining fair use: the purpose and character of the use;

- the nature of the copyrighted work;
- the amount and substantiality of the portion used in relationship to the whole; and,
- the effect of the use upon the potential market for or value
- of the work.

1. SINGLE COPIES

Teachers and students may make single copies of the following for scholarly research, for class preparation, or for teaching a class:

- one chapter from a book;
- one article from a periodical or newspaper;
- one short story, essay, or short poem;
- one chart, graph, diagram, cartoon, or picture from one book or periodical

2. MULTIPLE COPIES

Multiple copying of news articles from news periodicals or newspapers is NOT limited. Educators may make multiple copies from other sources providing that the number of copies does not exceed one copy per student enrolled in the course, each copy includes a notice of copyright, and the copying meets the tests of spontaneity, brevity and cumulative effect.

- **SPONTANEITY.**

The decision to make multiple copies is made by the individual teacher and not directed by a higher authority AND the decision to copy and the use of the copies are so close in time that it would be unreasonable to expect a timely response to a request for permission.

- **BREVITY**

Poetry: Multiple copies of a complete poem of fewer than 250 words printed on no more than 2 pages OR an excerpt from a longer poem not to exceed 250 words may be made. **Prose:** Multiple copies of a complete article, story or essay of less than 2500 words OR an excerpt of not more than 1000 words or 10% of the work whichever is less (but in any event a minimum of 500 words) from any prose work may be made. **Illustrations:** Multiple copies of one chart, graph, diagram, cartoon, or picture per book or periodical issue may be made. **Special Works:** Multiple copies of works that combine language and illustration and fall short of 2500 words (such as children's books) may be made if the copies contain not more than two of the published pages or 10% of the total work whichever is less.

- **CUMULATIVE EFFECT**

Multiple copies must be for use in one course only.

There may not be more than, nine instances of multiple copying for one course during one class term.

Multiple copying with respect to the same material by the same teacher from term to term may not be repeated.

Multiple copies of more than one short poem, article, story, or essay OR two excerpts may NOT be copied from the same author, NOR more than three from the same collective work or periodical volume may be made during one class term.

3. PHOTOCOPYING OF MUSIC

- Emergency copies of music scores which for any reason are not available for an imminent performance may be made providing copies will be purchased in due course.
- For academic purposes other than performance, single or multiple copies not to exceed one copy per student of EXCERPTS of music scores may be made provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section, movement, or aria. ,
- Copies of music scores which have been purchased may be edited or simplified provided that the fundamental character' of the work is not distorted OR the lyrics, if any, are not altered OR lyrics added if none exist.
- All copies must include the copyright notice which appears on the original,

4. PHOTOCOPYING WHICH IS PROHIBITED

- Copying from works intended to be consumable in the course of study or teaching may NOT be made. These, include workbooks, exercises, standardized tests, test booklets, answer sheets, and similar consumable material.
- Copying shall not be a substitute for the purchase of books or periodicals OR be used to create, replace, or substitute for anthologies, compilations, or collective works.

Copying and Interlibrary Loan Guidelines for Media Centers

The following guidelines are based on Section 108 of the Copyright Act and guidelines developed by the Congressional Commission on New Technological Uses of Copyrighted Works (CONTU).

5. COPYING FOR PATRONS BY MEDIA CENTERS

Media Center staff may make at the request of a patron a copy of an article or a small part of another copyrighted work for scholarship, study or research providing:

- the copy becomes the property of the patron;
- the media center has no reason to believe that the copy will be used improperly;
- copyright warnings are displayed where copy orders are taken.

Media Center staff may make at the request of a patron a copy of an entire work or substantial part of a work owned by the library for scholarship, study or research providing after a reasonable search a copy of the work cannot be found at a fair price AND the conditions listed under 5a above are met.

Media Center staff may make at the request of a teacher a copy of a televised news program OR a copy of a broadcast television program to be used in accordance with off air taping guidelines. ,

Media Center staff MAY NOT make copies for patrons of newsletters in their entirety, musical works, pictorial, graphic or sculptural works (except to the extent they are published as illustrations in otherwise reproducible works), motion pictures or other audiovisual works other than those listed in 5c above

6. COPYING TO REPLACE DAMAGED, LOST, OR STOLEN MATERIALS

Copies of damaged, lost or stolen copyrighted materials may be made providing a reasonable effort to locate an unused replacement copy has been made OR it has been determined that a replacement copy cannot be obtained at a fair price,

7. COPYING TO CREATE ARCHIVES

- Media Centers may record and archive televised news broadcasts.
- Media Centers may reproduce in facsimile form (photocopy, microfilm or microfiche) unpublished photographs, sound recordings, or manuscripts from their collections for purposes of preservation and security.
- Except for computer programs, archival copies of copyrighted material MAY NOT be made.
- NO material may be transferred to an electronic data base.

8. INTERLIBRARY LOAN

- During any calendar year, no more than six requests may be made for photocopies of articles from a particular periodical title. if those requests are from issues published within the last five years. No restrictions are placed on the number of photocopies of articles requested for materials exceeding five years.
- During any calendar year, no more than six requests may be made for photocopies of excerpts from any given book or collective work in copyright.
- Requests for items currently owned but unavailable or for articles from periodicals currently on order may be made and do not count in the annual tabulation.
- Media Centers may make a copy of and fulfill an interlibrary loan request for an

unpublished photograph, sound recording, or manuscript from its collection providing the copy delivered is in facsimile form and will be used for research at the requesting library.

- Media Centers may fill interlibrary loan requests by fax providing the photocopy used to send the fax is destroyed.
- Copies of items received for interlibrary loan patrons may not be kept by media centers.
- Requesting media centers must use a request form that states that the CONTU guidelines are being followed, AND the requesting media center must maintain records of all requests and fulfillments for copies for three years after the conclusion of the calendar year when requests were made.

9. RESERVE

- Media Centers MAY NOT at their own initiative place copies of items received for interlibrary loan patrons on library reserve. *c*
- Media Centers may accept and place on library reserve photocopied articles from teachers OR at the request of teachers may make and place on library reserve copies of journal articles in their collections.

Musical, Dramatic, and Nondramatic Performances

The following guidelines are based on Section 10 of The Copyright Act (Title 17 U.S. Code).

10. PUBLIC PERFORMANCES

- The public performance of the following, whether for profit or not, is a copyright infringement unless licensed by the copyright owner: a dramatic work, or a dramatic work containing music.
- The public performance of a nondramatic work or the public performance of purely musical works is permissible providing:
 - The proceeds from any direct or indirect admission are used exclusively for educational purposes.
 - The copyright owner has been given notice and has not objected to an admission being charged.
 - The performers are not paid.

11. PERFORMANCE BY INSTRUCTORS OR STUDENTS

Classroom performance of a work of drama, a dramatic work containing music, a non-dramatic work, or music only is permissible providing:

- The performance is in the course of face-to-face teaching activities.
- The performance takes place in a nonprofit educational institution.
- The performance takes place in a classroom or similar place devoted to instruction.

12. RECEPTION AND TRANSMISSION

- Only nondramatic and musical works can be transmitted providing:
 - The transmission is part of the systematic instruction of a nonprofit educational institution;
 - The performance is directly related and of material assistance to the teaching content.

- The transmission is primarily for classrooms, similar learning areas, or to home-bound students.
- The transmission is not received by other classrooms or the public.
- Public reception of a transmission of a performance as it is received on a single receiver of a kind commonly found in homes is permitted providing:
 - No charge is made to see or hear the program.
 - The transmission as received is not further transmitted to the public.

Guidelines for Video

The following guidelines are based on Section 10 of the Copyright Act and "Guidelines for Off-Air Recording- of Broadcast Programming for Educational Purposes."

13. PURCHASED, RENTED, OR BORROWED VIDEOTAPES

Classroom use of a purchased, rented, or borrowed copyrighted videotape is permissible under the following conditions:

- The performance must be by teachers, guest speakers or students in connection with face-to-face instruction.
- The performance must take place in a classroom or similar learning area of a nonprofit educational institution; the entire class must be in the same room or same general area.
- The videotape is lawfully made and the person using it has no reason to believe otherwise,

14. VIDEOTAPED BROADCAST, CABLE, AND SATELLITE PROGRAMS

Classroom use of programs taped from television is permissible under the following conditions:

- Teachers may videotape and use broadcast programs. (programs transmitted for reception by the general public without charge) under the following conditions:
 - Broadcast programs MAY NOT be recorded in anticipation of possible teacher use.
 - The videotape must be shown within ten school days of the original broadcast.
 - The videotape may be shown a second time for reinforcement purposes.
 - The tape may be retained for 45 days following the original broadcast and used for evaluation purposes only.
 - If a broadcast is repeated, a teacher may not tape the program a second time.
 - The showing must be in a learning area of a nonprofit educational institution in conjunction with face-to-face instruction involving the entire class.
- Teachers may videotape and use television programs transmitted by cable or satellite only with the expressed permission of the television station.
 - Many cable programmers belong to the Cable in the Classroom Initiative and allow fair use of some programming with more liberal time limits.

- The Classroom Channel provided as a service of Channel One provides educational programming with more liberal time limits.
- Most programming of premium cable channels such as HBO, Cinemax, Showtime, and Disney is restricted and may not be used in educational settings for any reason.

15. USE OF VIDEOTAPES FOR ENTERTAINMENT OR RECREATION PURPOSES

Films or videotapes MAY NOT be shown to classes or student groups for entertainment or recreational purposes.

16. BROADCAST OF VIDEOTAPES OVER CLOSED CIRCUIT SYSTEMS

Closed circuit systems may be used to distribute videos providing the transmission is only to those classrooms involved in the instructional activity and a teacher involved in face-to-face instruction is present in each classroom that receives the transmission.

17. USE OF VIDEOTAPES AND FILMS BY OUTSIDE GROUPS

Outside groups must obtain and provide written permission from the copyright holder prior to using Duneland facilities or equipment to show copyrighted videotapes or films.

Computer Software Guidelines

The following guidelines are based on Title 17 U.S. Code, Public Law 96-517, and the 1990 amendment to the Copyright Act. The following guidelines also apply to CD-ROM titles.

18. ARCHIVAL COPIES OF COMPUTER SOFTWARE

- One archival backup copy of computer software may be made; either the original or the copy may be used, but in either case only one may be used at any given time.
- A program may be loaded onto a computer hard drive if required to fully utilize the program; in such cases, the original shall become the archival copy.

19. MEDIA CENTER AND CLASSROOM USE OF COMPUTER SOFTWARE

- All license restrictions, if any, must be observed.
- If only one program is owned, it may be used on only one machine at a time AND it may not be loaded onto a computer that can be accessed by several different computers OR into several computers for simultaneous use unless otherwise allowed by licensing agreements.

20. CIRCULATION OF COMPUTER SOFTWARE

Computer software may be circulated providing there is no commercial gain and each copy of a program placed in circulation is labeled with a copyright notice.

21. DATABASES

- Users of a database may retain a copy of their searches and information.
- Copies of database searches and information done by patrons may not be archived by media centers.

Copyright Guidelines for Internet Use

22. ACCEPTABLE USE POLICIES

Individuals using equipment or facilities owned -by the Duneland School Corporation to access the Internet shall follow adopted acceptable use policies.

23. COPYRIGHT PROTECTION OF MATERIAL AVAILABLE ON THE INTERNET

Unless specifically noted otherwise, all information found on the Internet is protected by copyright law. This includes e-mail messages, posts to news groups, and Web page design.

24. DOWNLOADING INFORMATION AVAILABLE ON THE INTERNET.

Fair use guidelines apply to downloading information available on the Internet.

25. UPLOADING COPYRIGHTED WORKS TO INTERNET SITES

Uploading copyrighted works to Internet sites without the expressed permission of the copyright owner is a violation of copyright law.

REQUEST FOR REVIEW OF MATERIALS OR COURSE CONTENT

Date _____

Complainant's Name: _____

Address: _____ Telephone: _____

Complainant represents: Self: _____

Organization: _____

(Name)

Other: _____

(Identify)

Type of material (book, film, etc.): _____

Title, author: _____

Publisher, date of publication: _____

A. I have read, viewed, or listened to the complete work. Yes ____ No ____

or

I have examined the complete course that includes the questioned subject.

Yes ____ No ____

B. How did the student obtain access to the material? (Assignment, free selection, from a friend, etc.)

C. Is the material part of a set or series? Yes ____ No ____

If yes, was the entire set or series read, viewed, or listened to?

Yes ____ No ____

D. Was the teacher's guide (if any) that accompanies the material examined?

Yes ____ No ____

E. What is objectionable and why? (Be specific: include page number, frame number, nature of complaint, etc.)

F. What was your reaction to the objectionable part of the item?

G. Were there sections in the material that were appropriate? Yes ____ No ____

If yes, please list them _____

H. Did you locate reviews of the item? Yes ____ No ____

If yes, please provide citation

If no, please explain _____

I. Did the review(s) substantiate your opinion? _____

J. Is there any merit to the material? Yes ____ No ____

If yes, indicate such and provide approximate grade level(s) _____

K. What do you believe is the theme or purpose of the material? _____

L. List school personnel with whom you have discussed this material.

Name

Title

M. In its place, what material would you recommend to accomplish the intended purpose?

N. In what school did you find this material? _____

O. What do you suggest be done with the material in question?

Textbook or Course Content

_____ Do not assign to my child.

_____ Withdraw it from all students as well as my child.

_____ Have it re-evaluated.

Other _____

Media Center Material

_____ Continue its use, but encourage my child to use alternative material.

_____ Withdraw it from open shelves.

Have it re-evaluated.

Other _____

Name _____ Date _____

ACTION TAKEN:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Date of Action _____

Association of Indiana School Library Educators

School Librarian Evaluation Rubric



This document is endorsed by the Association for Indiana School Library Educators (AISLE). Any adaptation of it must be used with permission from AISLE. Please contact Robyn Young (rryoung@avon-schools.org) or Denise Keogh (dkeogh@tcsc.k12.in.us).

It is recommended that this evaluation tool be used at the school library where the majority of the librarian's time is spent.

AISLE School Librarian Evaluation Rubric
Allowable Modifications to the School Librarian Evaluation Rubric

It is recommended that this document be used in its entirety as it is best practice for a school librarian. The following minor edits do not require permission from AISLE:

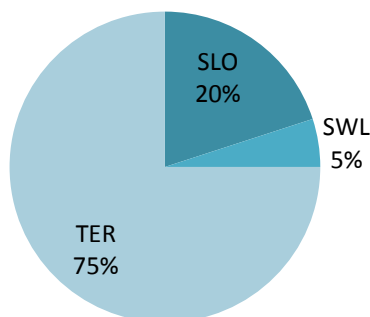
- Use of the rubric with all domains and competencies
- Addition of competencies
- Notes added to clarify the domains or competencies

The rubric should not be changed to fit the current job description of the school librarian, but the rubric should be followed as an example of best practice in the field of school librarians.

Expected levels of Competency – Use established weights below when using the School Librarian Evaluation Rubric. While all domains and competencies must be included, these weights may be changed by individual schools; however, no Domain may fall below 25%.

Domain 1	30%
Domain 2	40 %
Domain 3	30%

It is expected that School Librarians will follow the percentages of the Group 3 teachers with no growth model classes posted in the original RISE document; however, this may be changed within each school corporation if the SLO is not used.



TER=Teacher Effectiveness Rubric (School Librarian Rubric)
SLO=Student Learning Objective
SWL=School-Wide Learning Measure

AISLE School Librarian Evaluation Rubric

Domain 1: Purposeful Planning

School librarians work in collaboration with the classroom teacher to develop a rigorous curriculum relevant for all students. Additionally, school librarians will plan the library media program for the school.

Level of Performance					
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	Demonstrating knowledge of literature and current trends in library practice and information technology	<p>Drawing on extensive professional resources, school librarian demonstrates rich understanding of literature and of current trends in information technology.</p> <p><i>- Librarian maintains a network of professional contacts and resources to stay current with trends (this includes reading current journals, blogs, and using social media) and shares with staff and students.</i></p>	<p>School librarian demonstrates thorough knowledge of literature and of current trends in practice and information technology.</p> <p><i>- Librarian maintains a professional network to stay current with trends. This includes reading current journals, blogs, and using social media.</i></p>	<p>School librarian demonstrates limited knowledge of literature and current trends in practice and information technology.</p> <p><i>- Librarian reads journals to learn about current trends.</i></p>	<p>School librarian demonstrates little or no knowledge of literature and of current trends in practice and information technology.</p>
	<p>Notes 1.1</p> <ol style="list-style-type: none"> Extensive professional resources may include, but is not limited to, blogs, Twitter, Facebook or other social media, professional journals, conferences and webinars, professional contacts with authors or other library professionals. Current trends – librarian is aware of changes in library practice and is actively pursuing, implementing or further investigating these changes to see the benefit for the library. 				

AISLE School Librarian Evaluation Rubric

Level of Performance					
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2	Establishing and successfully implementing goals for the school library program appropriate to the setting and the students served	<p>School librarian's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues</p> <p><i>-The goal for the program is communicated with appropriate stakeholders with regular assessments to determine if goal is being met.</i></p>	<p>School librarian's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.</p> <p><i>-The goal for the program is communicated with appropriate stakeholders.</i></p>	<p>School librarian's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.</p> <p><i>- The goal for the program is established by not communicated with appropriate stakeholders.</i></p>	<p>School librarian has no clear goals for the media program or they are inappropriate to either the situation in the school or the age of the students.</p>
	<p>Notes 1.2</p> <p>1. Goals may be shared verbally or written; however, it is important that the goal be shared with the learning community. This may include staff, students, administrators or community members.</p>				
1.3	Demonstrating knowledge of resources, both within and beyond the school and district	<p>School librarian shows evidence of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.</p>	<p>School librarian shows evidence of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.</p>	<p>School librarian demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.</p>	<p>School librarian demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.</p>
	<p>Notes 1.3</p> <p>1. This competency refers to knowledge of the library collection and finding information for staff and students. The evidence may include, but is not limited to, the school library book collection, using interlibrary loan, internet sources, database sources, or the use of the public library collection. A highly effective librarian will use many of these resources to provide information for staff or students.</p>				

AISLE School Librarian Evaluation Rubric

Level of Performance					
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.4	Developing and implementing a plan to evaluate the library program	School librarian's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. - The librarian proactively responds to the evidence of the evaluation.	School librarian's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	School librarian has a rudimentary plan to evaluate the library program.	School librarian has no plan to evaluate the program or resists suggestions that such an evaluation is important.
	Notes 1.4 1. Some sources of evidence may include student and staff surveys, assessment documents, and statistical data.				
1.5	Establishing a culture for investigation and love of literature	In interactions with both students and colleagues, the school librarian conveys the essential nature of seeking information and reading literature.	In interactions with both students and colleagues, the school librarian conveys the importance of seeking information and reading literature.	School librarian goes through the motions of performing the work of the position, but without any real commitment to it.	School librarian conveys that the work of seeking information and reading literature is not worth the time and energy required.
1.6	Establishing and maintaining library procedures	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) are seamless in their operation.	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) have been established and function smoothly.	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) have been established but function sporadically.	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) are either non-existent or inefficient, resulting in general confusion.

AISLE School Librarian Evaluation Rubric

Level of Performance					
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.7	Organize physical space to enable smooth flow	School librarian makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.	School librarian makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	School librarian's efforts to make use of the physical environment are uneven, resulting in occasional confusion by users.	School librarian makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.
	Notes 1.7 1. Smooth flow is defined as students and staff being able to function within the library easily and independently based upon location of materials, signs, and seating.				
1.8	Maintaining and extending the library collection in accordance with the schools' needs and within budget limitations	School librarian adheres to district or professional guidelines in selecting materials for the collection. The collection is periodically purged of outdated materials. A virtual collection is maintained and updated frequently by the librarian is vibrant and well-used. All processes are done in consultation with teaching colleagues or patron needs in mind.	School librarian adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated materials. A virtual collection is maintained by the librarian. This is done in some consultation with teaching colleagues or patron needs in mind.	School librarian is partially successful in attempts to adhere to district or professional guidelines in selecting materials and in weeding the collection. A virtual presence may not be maintained. This is done in limited consultation with teaching colleagues or with patron needs in mind.	School librarian fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. There is no virtual presence. This is done without consultation with teaching colleagues or with patron needs in mind.
	Notes 1.8 1. The librarian will maintain the school's collection with many factors of the school's needs in mind. The librarian will support the curriculum and the school's academic needs, as well as the practice of reading (for enjoyment or for information). Additionally, this may include a digital collection.				

AISLE School Librarian Evaluation Rubric

Domain 2: Effective Instruction

Librarians, working collaboratively with classroom teachers, facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives. The librarian fosters a climate of urgency and expectation around achievement, excellence and respect.

For Competencies 2.2 through 2.5, in order to be highly effective, each competency says that the librarian must show some of the following indicators. We define “some” as at least one. All of the indicators under effective may not be shown in one observation, but should be shown throughout the observation cycle.

Level of Performance					
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1	Creating an environment conducive to learning	Interactions among the school librarian, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' learning needs, cultures and levels of development.	Interactions between the school librarian, students, and the classroom teachers, are polite and respectful, reflecting general warmth and caring, and are appropriate to the learning needs, cultural and developmental differences among students.	Interactions between the school librarian, students, and the classroom teachers are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to learning needs, cultural and developmental differences among students.	Interactions between the school librarian, students, and the classroom teachers are negative, inappropriate, or insensitive to students' learning needs, cultural and developmental differences and are characterized by sarcasm, put-downs or conflict.

AISLE School Librarian Evaluation Rubric

2.2	Demonstrate and Clearly Communicate Content Knowledge to Students	<p>School librarian is highly effective at demonstrating and clearly communicating content knowledge to students.</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> - Librarian fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Librarian effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content - Students participate in each others' learning of content through collaboration during the lesson - Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level 	<p>School librarian is effective at demonstrating and clearly communicating content knowledge to students. Librarian demonstrates content knowledge and delivers content that is factually correct</p> <ul style="list-style-type: none"> - Content is clear, concise and well-organized - Librarian restates and rephrases instruction in multiple ways to increase understanding - Librarian emphasizes key points or main ideas in content - Librarian uses developmentally appropriate language and explanations - Librarian implements relevant instructional strategies learned via professional development 	<p>School librarian needs improvement at demonstrating and clearly communicating content knowledge to students. Librarian delivers content that is factually correct</p> <ul style="list-style-type: none"> - Content occasionally lacks clarity and is not as well organized as it could be - Librarian may fail to restate or rephrase instruction in multiple ways to increase understanding - Librarian does not adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Librarian does not always implement new and improved instructional strategies learned via professional development 	<p>School librarian is ineffective at demonstrating and clearly communicating content knowledge to students.</p> <ul style="list-style-type: none"> - Librarian may deliver content that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Librarian continues with planned instruction, even when it is obvious that students are not understanding content - Librarian does not emphasize main ideas, and students are often confused about content - Librarian fails to use developmentally appropriate language
	<p>Notes 2.2</p> <p>1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.</p>				

AISLE School Librarian Evaluation Rubric

2.3	Engage Students in Academic Content	<p>Librarian is highly effective at engaging students in academic content</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> - Librarian provides ways to engage with content that significantly promotes student mastery of the objective - Librarian provides differentiated ways of engaging with content specific to individual student needs - The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do - Librarian effectively integrates technology as a tool to engage students in academic content 	<p>Librarian is effective at engaging students in academic content</p> <ul style="list-style-type: none"> - More than 3/4 of students are actively engaged in content at all times and not off-task - Librarian provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective - Librarian sustains the attention of the class by maintaining a dynamic presence - Ways of engaging with content reflect different learning modalities or intelligences - Librarian adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged - ELL and IEP students have the appropriate accommodations to be engaged in content - Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement) 	<p>Librarian needs improvement at engaging students in academic content</p> <ul style="list-style-type: none"> - Fewer than 3/4 of students are engaged in content and many are off-task - Librarian may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content - Librarian may miss opportunities to provide ways of differentiating content for student engagement - Some students may not have the prerequisite skills necessary to fully engage in content and Librarian's attempt to modify instruction for these students is limited or not always effective - Students may appear to actively listen, but when it comes time for participation are disinterested in engaging 	<p>Librarian is ineffective at engaging students in academic content</p> <ul style="list-style-type: none"> - Fewer than 1/2 of students are engaged in content and many are off-task - Librarian may only provide one way of engaging with content OR Librarian may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content - Librarian does not differentiate instruction to target different learning modalities - Most students do not have the prerequisite skills necessary to fully engage in content and Librarian makes no effort to adjust instruction for these students - ELL and IEP students are not provided with the necessary accommodations to engage in content
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AISLE School Librarian Evaluation Rubric

	<p>Notes 2.3</p> <ol style="list-style-type: none">1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.2. Presence can best be represented by using engaging, confident, and assertive body language, tone, volume, and proximity.3. Engagement is defined as on-task behavior. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.4. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc). It may also be effective to engage students via two or more strategies targeting the same modality.
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AISLE School Librarian Evaluation Rubric

2.4	Check for Understanding	<p>School librarian is highly effective at checking for understanding.</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> - Librarian checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) - Librarian uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking 	<p>School librarian is effective at checking for understanding.</p> <ul style="list-style-type: none"> - Librarian checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and gets an accurate "pulse" of the class's understanding - Librarian gains enough information during checks for understanding to modify the lesson and respond accordingly - Librarian uses a variety of methods to check for understanding - Librarian uses wait time effectively both after posing a question and before helping students think through a response - Librarian doesn't allow students to "opt-out" of checks for understanding and cycles back to these students - Librarian systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples) 	<p>School librarian needs improvement at checking for understanding.</p> <ul style="list-style-type: none"> - Librarian sometimes checks for understanding of content, but misses several key moments - Librarian mostly gets an accurate "pulse" of the class's understanding, but may not gain enough information to modify the lesson accordingly - Librarian may not use a variety of methods to check for understanding when doing so would be helpful - Librarian may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content - Librarian sometimes allows students to "opt-out" of checks for understanding without cycling back to these students - Librarian may assess student mastery at the end of the lesson through formal or informal assessments, but may not use this information to drive subsequent lesson planning 	<p>School librarian is ineffective at checking for understanding.</p> <ul style="list-style-type: none"> - Librarian rarely or never checks for understanding of content, or misses nearly all key moments - Librarian rarely or never gets an accurate "pulse" of the class's understanding from checks and therefore cannot gain enough information to modify the lesson - Librarian frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer - Librarian frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students - Librarian rarely or never assesses for mastery at the end of the lesson
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AISLE School Librarian Evaluation Rubric

	<p>Notes 2.4</p> <ol style="list-style-type: none"> Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice. Examples of how the teacher may assess student understanding and mastery of objectives: <ul style="list-style-type: none"> • Checks for Understanding: thumbs up/down, cold-calling • Do Nows/Bell Ringers • Turn and Talk/Pair Share • Guided or Independent Practice • Exit Slips 				
2.5	<p>Modify Instruction as Needed</p>	<p>School librarian is highly effective at modifying instruction as needed.</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> - Librarian anticipates student misunderstandings and preemptively addresses them - Librarian is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement 	<p>School librarian is effective at modifying instruction as needed.</p> <ul style="list-style-type: none"> - Librarian makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students - Librarian differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs - Librarian responds to misunderstandings with effective scaffolding techniques - Librarian doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful 	<p>School librarian needs improvement at modifying instruction as needed.</p> <ul style="list-style-type: none"> - Librarian may attempt to make adjustments based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students - Librarian may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective - Librarian may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding 	<p>School librarian is ineffective at modifying instruction as needed.</p> <ul style="list-style-type: none"> - Librarian rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students - Librarian only responds to misunderstandings by using teacher-driven scaffolding techniques - Librarian repeatedly uses the same techniques to respond to misunderstandings, even when it is not succeeding

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2.6	Maximize Instructional Time	<p>School librarian is highly effective at maximizing instructional time.</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as the following: <i>- All students are on-task and follow instructions of Librarian without much prompting</i></p>	<p>School librarian is effective at maximizing instructional time.</p> <p><i>- Routines, transitions, and procedures are well-executed.</i> <i>- Almost all students are on-task and follow instructions of librarian without much prompting</i> <i>- Disruptive behaviors and off-task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson</i></p>	<p>School librarian needs improvement at maximizing instructional time.</p> <p><i>- Routines, transitions, and procedures are in place.</i> <i>- Significant prompting from the librarian is necessary for students to follow instructions and remain on-task</i> <i>- Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and Librarian may have to stop the lesson frequently to address the problem</i></p>	<p>School librarian is ineffective at maximizing instructional time.</p> <p><i>- There are few or no evident routines or procedures in place.</i> <i>- Even with significant prompting, students frequently do not follow directions and are off-task</i> <i>- Disruptive behaviors and off-task conversations are common and frequently cause the librarian to have to make adjustments to the lesson</i> <i>- Classroom management is generally poor and wastes instructional time</i></p>
2.7	Assisting students in the use of technology in the Media Center	School librarian proactively initiates sessions to assist students and teachers in the use of technology.	School librarian institutes sessions to assist students and teachers in the use of technology.	School librarian assists students and teachers in the use of technology when specifically asked to do so.	School librarian declines to assist students and teachers in the use of technology.
	<p>Notes 2.7</p> <ol style="list-style-type: none"> The overall indicator of success here is that operationally, the library runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students. 				
2.8	Collaborating with teachers in the design of instructional units and lessons	School librarian initiates collaboration with classroom teachers in the design of instructional lessons, locating additional resources from sources outside of the school.	School librarian initiates collaboration with classroom teachers in the design of instructional lessons.	School librarian collaborates with classroom teachers in the design of instructional lessons.	School librarian declines to collaborate with classroom teachers in the design of instructional lessons.

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2.9	Engaging students in enjoying literature and in learning multiple literacy skills	Students are highly engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Only some students are engaged in enjoying literature and in learning information skills because of uneven design of activities, grouping strategies, or partially appropriate materials.	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.
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Domain 3: Leadership

Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

		Level of Performance			
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	Contribute to school culture	School librarian seeks out leadership roles within the school, aimed at improving school efforts. Librarian goes above and beyond in dedicating time for students and peers outside of class.	School librarian contributes ideas and expertise aimed at improving school efforts. Librarian dedicates time efficiently, when needed, to helping students and peers outside of class.	School librarian will rarely contribute ideas and expertise aimed at improving school efforts. Librarian rarely dedicates time outside of class to helping students and peers.	School librarian never contributes ideas aimed at improving school efforts. Little or no time outside of class is dedicated to helping students and peers.
	Notes 3.1 1. An effective librarian participates in school events that make a substantial contribution above classroom expectations whereas a highly effective librarian additionally assumes a leadership role in at least one aspect of school life.				
3.2	Collaborate with Peers	School librarian will go above and beyond in seeking out opportunities to collaborate. Librarian will coach peers through difficult situations and take on leadership roles within collaborative groups such as Professional Learning Communities.	School librarian will seek out and participate in regular opportunities to work with and learn from others. Librarian will ask for assistance, when needed, and provide assistance to others in need.	School librarian will participate in occasional opportunities to work with and learn from others and ask for assistance when needed. Librarian will not seek to provide other teachers with assistance when needed or will not regularly seek out opportunities to work with others.	School librarian rarely or never participates in opportunities to work with others. Librarian works in isolation and is not a team player.
	Notes 3.2 1. The main purpose of collaboration with peers is to support the curriculum. 2. A highly effective librarian will seek out opportunities to collaborate, whereas an effective librarian may collaborate when asked. 3. An effective librarian builds relationships with colleagues that are characterized by mutual support and cooperation whereas a highly effective librarian additionally takes initiatives in assuming leadership among the faculty.				
3.3	Establishing, evaluating, and maintaining library procedures in regards to staffing, student or parent volunteers	Library assistants, students, or parent/community volunteers work independently and contribute to the success of the library. -The librarian will proactively evaluate procedures.	Library assistants, students, or parent/community volunteers are clear as to their roles.	Library assistants, students, or parent/community volunteers are partially successful.	Library assistants, students, or parent/community volunteers are confused as to their role.

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3.4	Advocate for Student Success	School librarian will display commitment to the education of the students in the school, not just his/her own students. Librarian will make changes and take risks to ensure student success and advocate for students' individualized needs.	School librarian will display commitment to the education of his/her students. Librarian will attempt to remedy obstacles around student achievement and will advocate for students' individualized needs.	School librarian will display commitment to the education of his/her students. School librarian will not advocate for students' needs.	School librarian rarely or never displays commitment to the education of his/her students. Librarian accepts failure as par for the course and does not advocate for students' needs.
3.5	Preparing and submitting reports and budgets	School librarian anticipates student and teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.	School librarian honors student and teacher requests (if appropriate) when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	School librarian's efforts to prepare budgets are partially successful, responding sometimes to student and teacher requests (if appropriate) and following procedures. Inventories and reports are sometimes submitted on time.	School librarian ignores student and teacher requests (if appropriate) when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.
3.6	Communicating with the larger community	School librarian proactively reaches out to parents and establishes contacts with other libraries or businesses, coordinating efforts for mutual benefit.	School librarian engages in outreach efforts to parents and the larger community.	School librarian makes sporadic efforts to engage in outreach to parents or the larger community.	School librarian makes no effort to engage in outreach to parents or the larger community.
3.7	Participating in a professional community	School librarian makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. Librarian participates and develops leadership roles in a wider professional community that includes local, state, or national events.	School librarian participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. Librarian will participate in a wider professional community that includes local, state, or national contacts.	School librarian's relationships with colleagues are cordial, and the librarian participates in school and district events when specifically requested.	School librarian's relationships with colleagues are negative or self-serving, and the librarian avoids being involved in school and district events and projects.

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3.8	Seek professional skills and knowledge	School librarian actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as sharing newly learned knowledge and practices with others and seeking out opportunities to lead professional development sessions.	School librarian actively pursues opportunities to improve knowledge and practice and seeks out ways to implement new practices where applicable. Constructive feedback to improve practices is welcomed.	School librarian's participation in professional development activities is limited to those that are mandatory.	School librarian does not participate in professional development activities, and shows little or no interest in new ideas, programs, or classes to improve teaching and learning.
	Notes 3.8 1. An effective librarian seeks and implements professional skills and knowledge whereas a highly effective librarian additionally shares and facilitates this information with colleagues regularly.				

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Domain 4: Core Professionalism

These indicators illustrate the minimum competencies expected in any profession. These are separate from other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

Indicator		Does Not Meet Standard	Meets Standard
1	Attendance	Individual demonstrates a pattern of unexcused absences.*	Individual has not demonstrated a pattern of unexcused absences.*
2	On-Time Arrival	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).
3	Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)
4	Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner.	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner.

*It should be left to the discretion of the corporation to define “unexcused absence” in this context.

1. Complying with policies and procedures includes but is not limited to: Following IEP/504 plans, complying with discipline referral processes, parent communication expectations (typically e-mails or phone calls returned by within 24 hours during the work week), providing sub plans, implementing school rules, maintaining accurate, up-to-date records, and dressing professionally. The sub-committee recommends discussion of dress code expectations. Establishing clear expectations about jeans, flip-flops, revealing attire, etc. will be important for consistency.
2. Demonstrating respect to students, parents and colleagues includes maintaining appropriate (not too familiar) boundaries. Respectfully listening to negative feedback and maintaining emotional self control even in heated situations is expected. Accepting constructive criticism is a hallmark of this standard.
3. It is understood that if an administrator has a concern about a teacher not meeting these standards, it will be called to the attention of the teacher as soon as possible so correction can ensue.

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Works Cited

Danielson, Charlotte. *Enhancing professional practice: a framework for teaching*. 2nd ed. Alexandria, Va.: Association for Supervision and Curriculum Development, 2007. Print.

Empowering learners: guidelines for school library media programs. Chicago, Ill.: American Association of School Librarians, 2009. Print.

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