Exemplary School Library Program Application

Welcome to the opportunity to showcase your school library through the Missouri Department of Elementary and Secondary Education’s Exemplary School Library Program. Please read through the application carefully. If you have any questions, please contact Lisa Scroggs, DESE assistant director of English language arts, at [lisa.scroggs@dese.mo.gov](mailto:lisa.scroggs@dese.mo.gov).

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| Form |

# Applicant Information

First Name:

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| Melody |

Last Name:

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| --- |
| Myer |

School Contact Email:

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| melody.myer@lps53.org |

Position:

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| Library Media Specialist |

School District:

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| Liberty Public Schools |

School:

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| Discovery Middle School |

School Address:

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| 800 Midjay Drive Liberty, MO 64068 |

Link to School Librarian’s DESE Library Certification (access your certification account portal at <https://apps.dese.mo.gov/weblogin/login.aspx>). Please do not provide link to your certificate through your portal as evaluators will not be able to access it without your password. Instead, either save your certificate to an accessible link or provide a screenshot of your certificate below:

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| Certificate(s) removed prior to publishing application on DESE website. |
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| Instruction |

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| **Indicator #1:**  **Program regularly delivers differentiated instruction, either directly provided by the librarian or in collaboration with the classroom teacher**  (*AASL*—*collaborate, engage, explore, inquire*) |
| **Exemplary (2 points):** Exhibits research-based instructional practices in the consistent application of differentiated instructional design  **Approaching (1 point):** Exhibits research-based instructional practices in the application of differentiated instructional design |
| **Required Documentation/Evidence**  Lesson plans or anecdotal evidence exhibiting instructional theory or practices including differentiation, i.e. physical needs, learning styles, skill levels, etc. (Examples: Marzano instructional practices, Kagan cooperative strategies, assistive technology in use, multiple intelligences) |

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**Supporting Evidence**

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| **Insert Applicable Links Here:**  [Book Project Introduction](https://youtu.be/dgTR9Xus4Gw)  [digital resources](https://www.symbaloo.com/mix/biomeresearchi)  [Virtual Library Tutorial](https://youtu.be/_vTHVOHF6S4) |
| **Insert Documents/Narratives:**  1.Book projects- 6th grade Advanced ELA: student choice including pop-up books, Google Slides, trailers, tri-folds, cereal boxes, dioramas, etc. with individual/group instruction for each as needed- [Book Project Introduction](https://youtu.be/dgTR9Xus4Gw) and instructions (multiple intelligences)    2. Biomes unit- 6th grade science: instruction on print resources as well as [digital resources](https://www.symbaloo.com/mix/biomeresearchi) at different reading levels (databases, online encyclopedia, etc). (skill levels)    3. Install text-to-speech on iPads for ELL and special needs learners (assistive technology) and show how to use the function on websites and documents    4. Choice Research unit- 7th grade ELA: instruction for using digital resources in print form (databases, online searches) and multimedia resources (Learn 360 for images and videos) for visual and auditory learners (learning styles)      [Research Prezi](https://prezi.com/bd9x-bjtztv3/?token=e87aa71f80d8afb2d70837f29af6aa846c97f222eca8434264b247f8ebc94e83)  5. Screencasting lessons for those who need reteaching with visual instruction walking them through using databases, placing books on hold, accessing Sora, etc.- [Virtual Library Tutorial](https://youtu.be/_vTHVOHF6S4)s. (remedial differentiation)  6. Zoom with 6th grade Adv ELA for those needing help with citing sources and using databases (remedial differentiation) |

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| **Indicator #2**  **Librarian has adequate planning time to curate, plan, and develop instruction and instructional resources.**  (*AASL*—*collaborate, curate, inquire*) |
| **Exemplary (2 points):** Is provided a minimum of 50 uninterrupted minutes of plan time per day existing in a flexible format throughout the week  **Approaching (1 point):** Is provided a minimum of 50 uninterrupted minutes of plan time per day existing in a fixed or hybrid (combination of flexible and fixed) format throughout the week |
| **Required Documentation/Evidence**  From a list provided in the application, the librarian will select the appropriate descriptor best reflecting plan time.   * Minimum of 50 uninterrupted minutes per day; flexible schedule * Minimum of 50 minutes per day; flexible schedule * Minimum of 50 uninterrupted minutes per day; fixed or hybrid (combination of flexible and fixed) schedule * Minimum of 50 minutes per day; fixed or hybrid (combination of flexible and fixed) schedule * Less than 50 minutes per day |

X Minimum of 50 uninterrupted minutes per day; flexible schedule

* Minimum of 50 minutes per day; flexible schedule
* Minimum of 50 uninterruptedminutes per day; fixed or hybrid (combination of flexible and fixed) schedule
* Minimum of 50 minutes per day; fixed or hybrid (combination of flexible and fixed) schedule
* Less than 50 minutes per day

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| **Indicator #3**  **Program addresses effective and ethical engagement in multiple types of literacy through instruction (examples of types of literacy: digital, media, technology, information, financial, traditional—among others)**  (*AASL*—*engage, explore, inquire*) |
| **Exemplary (2 points):** Exhibits strong evidence of the creation of a critical thinking environment through instruction in five or more types of literacies utilizing state-of-the-art and emerging technologies  **Approaching (1 point):** Exhibits evidence of literacy instruction in four types of literacies utilizing state-of-the-art and emerging technologies |
| **Required Documentation/Evidence**  One piece of evidence exemplifying each type of literacy taught through instruction. Examples may include descriptions of programming, descriptions of lessons, lesson plans, professional development for educators, parent instructional communications (i.e. how to use EBSCOhost from home or safe digital practices), photos of instructional practices, etc. |

**Supporting Evidence**

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| **Literacy Example 1: Type of Literacy \_Digital\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  The librarian created screencasts for the LMC website on how to place holds, use Sora, and use Destiny Discover for students to explore the library collection 24 hours a day. Other screencast tutorials include how to access and use the LPS and MCPL databases, how to cite sources, how to write research questions, and how to evaluate sources for reliability. These lessons were assigned to students on their flex days, and any student needing assistance could Zoom with the librarian for help.  [DMS Library Resources](https://www.lps53.org/domain/5663) |
| **Literacy Example 2: Type of Literacy \_Technology \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   * The librarian offered Zoom sessions throughout second quarter each flex day at 11:00 with 6th grade Advanced ELA for help with book projects. This instruction allowed students to inquire best ways to present their books to the class by making iMovies, creating a pop-up book, constructing a cereal box, or making a diorama.   [Book Project Introduction](https://youtu.be/dgTR9Xus4Gw) |
| **Literacy Example 3: Type of Literacy \_Information\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   * The librarian assisted the sixth-grade science teachers by locating information in digital and print forms for students researching biomes. She gathered print resources and curated digital resources for this research unit and instructed students on how to access the digital resources to explore.   [LMC biomes resources 1](https://www.symbaloo.com/mix/biomeresearchi), [LMC biomes resources 2](https://www.symbaloo.com/mix/biomeresearchii) |
| **Literacy Example 4: Type of Literacy \_traditional\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   * The librarian assists students in finding books of interest and at their level by sharing new books to the collection and making recommendations. With Covid, core teachers rotate bringing their classes to the library every two weeks for checkouts/renewals- schedule: ELA, SS, science, math. Students often inquire about certain books, while others enjoy exploring the collection. |
| **Literacy Example 5: Type of Literacy \_Media\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   * In collaboration with the seventh grade ELA teachers, the librarian taught the importance of citing sources both ethically and legally and how to do so using NoodleTools at the beginning of their research unit. |
| **Literacy Example 6: Type of Literacy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   * **Insert evidence here.** |

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| **Optional Narrative:**  The librarian engages students through various instructional means including technology, media, digital, and traditional both in the classroom and as additional support to students and teachers. These include teaching lessons, creating screencasts, curating print and digital resources, and supporting students with projects. |

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| **Indicator #4**  **Program shows evidence of student growth through assessment**  (*AASL*—*collaborate, inquire*) |
| **Exemplary (2 points):** Regularly assesses the impact of instruction through documented, varied, high-quality formative and summative assessments.  **Approaching (1 point):** Assesses the impact of instruction through documented formative and summative assessments |
| **Required Documentation/Evidence**  Five assessment samples (including formative and/or summative assessments); at least two samples must be connected to the same unit of study and represent varied formats. Samples may be provided in various formats: photos, documents, etc. |

**Supporting Evidence**

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| **Assessment Example 1: Identify as formative or summative and include the unit of study**  1. 6th grade Adv ELA Historical Fiction Book Tasting: The librarian set up the library like a café with stacks of nonfiction and historical fiction books. Students looked through each book and then made comparisons. The librarian then used group discussion as a formative assessment to determine if they understood the similarities and differences of nonfiction and historical fiction. This was an introduction to their historical fiction unit where they would then choose a topic from their books and research using nonfiction resources. |
| **Assessment Example 2: Identify as formative or summative and include the unit of study**  2. 7th grade ELA Choice Research unit: The librarian taught the importance of citing sources and how to cite using NoodleTools. The ELA teachers required a Works Cited page due at end of unit which was their summative assessment. |
| **Assessment Example 3: Identify as formative or summative and include the unit of study**  3. 6th grade Adv ELA Historical Fiction unit: The librarian taught how to evaluate resources using TRAAP: Timeliness, Relevance, Authority, Accuracy, Purpose. Students were then given websites to evaluate with a partner and then shared out. The librarian used this as a formative assessment to ensure students understood how to evaluate. The teacher then required students to evaluate their sources as they researched by filling out a TRAAP sheet that was graded as a summative assessment at end of unit.  [Research Process/TRAAP](https://www.lps53.org/domain/5646) |
| **Assessment Example 4: Identify as formative or summative and include the unit of study**  4. 8th grade SS: The librarian taught how to access and use Ancestry.com as a means of obtaining primary sources for their Moving On unit. Students were then given the opportunity to search for their families with the librarian conferencing with them as a formative assessment. |
| **Assessment Example 5: Identify as formative or summative and include the unit of study**  5. 6th grade Adv ELA Book Project unit: The librarian introduced the book project unit and was then available for conferencing on Zoom and in person with students through their work on their book projects. This assistance in person and on Zoom was a formative assessment to ensure that students were on track in completing their projects. |

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| **Optional Narrative:**  Students are assessed both formatively and summatively through the library program. Formative assessments are used by the librarian when teaching classes to determine student understanding on skills and instructions, and classroom teachers assess students at the end of units through means of their final projects to reflect their learning of the skills being taught by the librarian. |

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| **Indicator # 5**  **Program supports student mastery of the essential academic learning requirements and state standards in multiple subject areas**  (*AASL*—*collaborate, curate, explore, inquire*) |
| **Exemplary (2 points):** Establishes collaborative partnerships within and outside of the school community to support multiple subject areas in the mastery of student achievement and the enhancement of life-long learning  **Approaching (1 point):** Establishes support to multiple subject areas in the mastery of student achievement through the provision of high-quality, relevant resources |
| **Required Documentation/Evidence**  Anecdotal evidence expressing the nature of study, collaborative partner, curriculum addressed, and the collaborative nature with which the librarian was involved. An example could be collaborating with the science teacher to provide microscopes and slides of various materials within the library as an exploratory center in an effort to enhance the study of cells. An inclusion of the curricular objective of cell study would be included. Five examples should be submitted, each from a different subject area along with coding of relevant standard(s) from the Missouri Learning Standards.  (Other examples: collecting books for a unit of study; hosting a presenter on a topic; developing lesson plans supporting research goals; planning collaboratively with a public library) |

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### Supporting Evidence

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| **Support Example 1: Identify subject area, Missouri Learning Standard(s) coding, and other required documentation.**  Advanced 6th grade ELA  AASL Standard: IV. Curation: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.  [CCSS.ELA-LITERACY.W.6.7](http://www.corestandards.org/ELA-Literacy/W/6/7/): Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  The librarian curated print resources on unsolved mysteries for a research unit of study where students were to choose an unsolved mystery and research the mystery and its theories, and then synthesize the information found to determine the theory they believed was most likely accurate. They then compiled their information and evidence and presented it to their class. |
| **Support Example 2: Identify subject area, Missouri Learning Standard(s) coding, and other required documentation.**  6th grade Science  AASL Standard: IV. Curation: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.  Library Standard: I.B. Learners engage with new knowledge by following a process that includes:  1. Using evidence to investigate questions.  2. Devising and implementing a plan to fill knowledge gaps.  The librarian curated books and digital resources for the biomes unit and instructed students as to how to access the digital resources.  Digital resource Links- Pages [1](https://www.symbaloo.com/mix/biomeresearchi) and [2](https://www.symbaloo.com/mix/biomeresearchii) |
| **Support Example 3: Identify subject area, Missouri Learning Standard(s) coding, and other required documentation.**  8th grade Social Studies  AASL Standard: III. Collaborate: Work effectively with others to broaden perspectives and work toward common goals.  The librarian collaborated with teachers to provide assistance in using Ancestory.com for Moving On unit. The librarian taught how to access Ancestry and provided search terms and tips. Students were to then research a family member who had made a significant move in their lifetime, either a push from somewhere or a pull to a new location. This was part of a unit on Westward Expansion PBL that took the learning to a more personal level. |
| **Support Example 4: Identify subject area, Missouri Learning Standard(s) coding, and other required documentation.**  All subjects and all students  Our partnership with Mid-Continent Public Library allows digital access to all students by providing electronic cards and the ability to access the library catalogue of eBooks and audiobooks as well as their digital resources including their databases. This partnership helps to support the curriculum in all academic areas and creates equity for all students.  [MCPL Database Link](https://www.mymcpl.org/research-and-learning) |
| **Support Example 5: Identify subject area, Missouri Learning Standard(s) coding, and other required documentation.**  Choice Research unit- 7th grade ELA  AASL Standard: Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.  Library Standard: VI.A. Think:  Learners follow ethical and legal guidelines for gathering and using information (print and digital).  The librarian developed lessons and taught reliability of sources using TRAAP, citing database sources using NoodleTools, and citing websites using NoodleTools for the seventh-grade research unit. This year, the ELA teachers decided to give students a choice in their research topics rather than assign one. This allowed students to choose something of interest to them and delve deeper into it. Students were then to research using the databases taught as well as reliable websites after evaluating them using TRAAP. The information they gathered was then compiled into a paper to share with their classes. Students were required to cite their source and print a Works Cited page as well as provide their evidence of reliability of the websites they chose.    **Support Example 6: Identify subject area, Missouri Learning Standard(s) coding, and other required documentation.**  8th grade Adv ELA  AASL Standard: IV. Curation: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.  Library Standard: II.D3. Learners adjust their awareness of the global learning community by:  Representing diverse perspectives during learning activities.  The librarian curated novels with diverse characters/situations for a Window/Mirror unit. Students studied window/mirror books and what makes a character diverse. Model texts were used to show diversity in characters, and students were required to choose and read a Window/Mirror book. Students wrote and recorded spiels of their book to share with the community at the Liberty Public Schools Diversity Festival. |

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| **Optional Narrative:**  The librarian supports mastery learning of the curriculum by collaborating and supporting teachers and teaching literacy and research skills. |

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| Leadership |

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| **Indicator #6: Librarian provides professional development to teachers, staff, and/or other librarians.**  (*AASL*—*engage, explore, inquire*) |
| **Exemplary (2 points):** Consistently facilitates intentional, purposeful professional development opportunities in a variety of formats  **Approaching (1 point):** Provides professional development opportunities upon request |
| **Required Documentation/Evidence**  List of professional development opportunities facilitated including dates and one-sentence descriptions of topic, purpose, and format. May include session evaluations. |

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**Supporting Evidence**

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| **Insert Applicable Links Here:**  Destiny Discover:<https://youtu.be/is2LVKwgeqE->  Award Book recommendations: <https://youtu.be/KKL4w7u1Czo>  MCPL Databases: <https://youtu.be/UoXrqVgNFhA>  Sora: <https://youtu.be/Q3uxtMFQ8cY>  NoodleTools: <https://youtu.be/plVPVKf_MZg>  Books on Hold: <https://youtu.be/OGce-pwyLKo>  Truman Reader-Selector: <https://youtu.be/sQKyVIvlLA0>  Project Lit: <https://youtu.be/Mz2Qqt1nOJ0> |
| **Insert Documents/Narratives:**  Date: 2020-2021 school year  Title: Remote PD for LPS Teachers  Description: Digital resources were created and provided by LPS media specialists for teachers to use with their classes or in preparation for teaching remotely. These were shared at the beginning of the year and remain available throughout the year.  <https://www.smore.com/p4xk2>    Date: 8/14/20  Title: [Destiny Discover Screencast](https://youtu.be/is2LVKwgeqE)  Description: The librarian created a screencast of how to use Destiny Discover for staff and students, making ebooks, audio books and the library catalogue available 24 hours a day. This screencast was sent to teachers and placed on the library website.  Format: Screencast    Date: 8/14/20  Title: [Award Book Recommendations](https://youtu.be/KKL4w7u1Czo)  Description: The librarian created a screencast of current and previous award books for staff and students. The screencast is on the library website for teachers to use with their classes on their flex days.  Format: Screencast    Date: 8/14/20  Title: [MCPL Databases](https://youtu.be/UoXrqVgNFhA)  Description: The librarian created a screencast on how to access and use the MCPL databases. This was shared with teachers at the beginning of the year and is on the library website for students and staff. It was also referenced by the librarian when teaching how to use databases in classes.  Format: Screencast    Date: 8/14/20  Title: [Sora](https://youtu.be/Q3uxtMFQ8cY" \t "_blank)  Description: The librarian created a screencast on how to use Sora to browse/check out ebooks and audiobooks. This was shared with ELA teachers for use in their classes and placed on the library website.  Format: Screencast    Date: 8/14/20  Title: [NoodleTools](https://youtu.be/plVPVKf_MZg" \t "_blank)  Description: The librarian created a screencast on how to access and use NoodleTools for citing sources. This was shared with teachers and put on the library website for use during research. It was also referenced by the librarian when teaching citations.  Format: Screencast    Date: 8/28/20  Title: [How to Put a Book on Hold](https://youtu.be/OGce-pwyLKo)  Description: The library created a screencast on how to place a book on hold using Destiny Discover and shared with ELA teachers for use with their students. It was also placed on the library website.  Format: Screencast    Date: 9/1/20  Title: [Truman Reader-Selector List](https://youtu.be/sQKyVIvlLA0)  Description: The librarian created a screencast on using the DMS Virtual Bookshelf to access current Reader-Selector books and participating in the rating of each for state voting. It was shared with ELA teachers for use with their students and placed on the library website.  Format: Screencast    Date: 9/16/20  Title: [Project Lit-Middle Level](https://youtu.be/Mz2Qqt1nOJ0)  Description: The librarian created a screencast on how to access the Middle Level Project Lit Virtual Bookshelf and shared with ELA teachers for use with their classes and placed on the library website.  Format: Screencast    Date: 10/15/20  Title: Virtual Academy Resources  Description: The librarian met with the Virtual Academy teacher over Zoom to share access to online resources including Sora, MCPL databases, and Destiny Discover. The librarian also met with virtual students to share the links for home use.  Format: Zoom    Date: Feb 22, Mar 29, Apr 26, May 24  Title: [Unconscious Bias in the Schools](https://www.hepg.org/hep-home/books/unconscious-bias-in-schools) Book Study  Description: The librarian is co-leading a book study for several staff members around unconscious bias in schools. The librarian pulled resources and assigned chapter readings for each month and meets with book club members after school monthly to discuss.  Format: in person |

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| **Indicator #7: Librarian attends professional development opportunities for librarians at local, state, and/or national level**  (*AASL*—*engage*) |
| **Exemplary (2 points):** Attends multiple library-specific professional learning events per year, which may include but not be limited to conferences, workshops, webinars, podcasts, graduate courses  **Approaching (1 point):** Attends a minimum of one library-specific professional learning activity (outside of school-/district-provided professional development) per school year |
| **Required Documentation/Evidence**  Brief description of sessions attended (including title, date, sponsoring entity) and impact on library program |

**Supporting Evidence**

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| **Insert Applicable Links Here:**  [Project Ready Module 1](https://ready.web.unc.edu/section-1-foundations/module-1a/)  [Project Ready Module 2](https://ready.web.unc.edu/section-1-foundations/module-2-history-of-race-and-racism/)  [Project Ready Module](https://ready.web.unc.edu/section-1-foundations/sample-page-2/) 3  [Project Ready Module 4](https://ready.web.unc.edu/section-1-foundations/module-4-implicit-bias-microaggressions/)  [Project Ready Module](https://ready.web.unc.edu/section-1-foundations/module-5-systems-of-inequality/) 5  [Project Ready Module 6](https://ready.web.unc.edu/section-1-foundations/module-6-indigeneity/) |
| **Insert Documents/Narratives:**  Date: 8/13/20  Title: LPS Library Retreat  Entity: LPS Library Media Specialists/Director  Impact: All certified librarians from LPS attended a library retreat organized and led by the LPS Library Director that focused on professional development and resources available throughout the year.  **Library Retreat Agenda:**    Date: monthly Aug-May  Title: LPS Secondary Monthly Meetings  Entity: LPS Library Media Specialists/Director  **October Meeting Agenda:**    **January Meeting Agenda:**    Impact: The librarian meets monthly with the LPS Library Director and the other secondary librarians and to collaborate. The Director provides PD as needed during this time.  Date: 8/17/20  Title: Social-Emotional PD  Entity: Sonya Richardson-Thomas, LPC  Impact: Sonya provided insight into how the pandemic has been affecting students and what to expect/look for when they return. She gave suggestions as to how to handle student stress as well as tips for managing our own stress in this unprecedented time.      Date: 8/21/20  Title: Diversity PD  Entity: Dr. Andrea Dixon-Seahorn- LPS Diversity, Equity and Inclusion Specialist  Impact: Dr. Dixon-Seahorn led a PD session on diversity, equity and inclusion work happening in Liberty Public Schools. The goal was to create an open environment for staff to discuss inequalities and mis-representation within our district and commit to doing better to include all students and families. This has impacted the library program by making the librarian more aware of diversity in our students and being more conscientious of cultural differences in interacting with all students.    Date: 10/1/20  Title: [Project Ready Module 1](https://ready.web.unc.edu/section-1-foundations/module-1a/) Meeting  Entity: LPS District Project Ready Cohort 2  Impact: Project Ready contains online professional development modules for school and public youth services librarians, library administrators, and others interested in improving their knowledge about race and racism, racial equity, and culturally sustaining pedagogy. The primary focus of the Project READY curriculum is on improving relationships with, services to, and resources for, youth of color and Native youth. Module 1 introduced the Project Ready focus and denounced assumptions about race and racism.      Date: 10/29/20  Title: [Project Ready Module 2](https://ready.web.unc.edu/section-1-foundations/module-2-history-of-race-and-racism/) Meeting  Entity: LPS District Project Ready Cohort 2  Impact: Project Ready contains online professional development modules for school and public youth services librarians, library administrators, and others interested in improving their knowledge about race and racism, racial equity, and culturally sustaining pedagogy. The primary focus of the Project READY curriculum is on improving relationships with, services to, and resources for, youth of color and Native youth. Module 2 focused on the history of race and racism from the 1600s to the present.  Date: 11/12/20  Title: [Project Ready Module](https://ready.web.unc.edu/section-1-foundations/sample-page-2/) 3 Meeting  Entity: LPS District Project Ready Cohort 2  Impact: Project Ready contains online professional development modules for school and public youth services librarians, library administrators, and others interested in improving their knowledge about race and racism, racial equity, and culturally sustaining pedagogy. The primary focus of the Project READY curriculum is on improving relationships with, services to, and resources for, youth of color and Native youth. Module 3 defines race and racism and compares how the terms are used.      Date: 12/4/20  Title: [Project Ready Module 4](https://ready.web.unc.edu/section-1-foundations/module-4-implicit-bias-microaggressions/) Meeting  Entity: LPS District Project Ready Cohort 2  Impact: Project Ready contains online professional development modules for school and public youth services librarians, library administrators, and others interested in improving their knowledge about race and racism, racial equity, and culturally sustaining pedagogy. The primary focus of the Project READY curriculum is on improving relationships with, services to, and resources for, youth of color and Native youth. Module 4 focuses on implicit bias and microaggressions.      Date: 1/7/21  Title: [Project Ready Module](https://ready.web.unc.edu/section-1-foundations/module-5-systems-of-inequality/) 5 Meeting  Entity: LPS District Project Ready Cohort 2  Impact: Project Ready contains online professional development modules for school and public youth services librarians, library administrators, and others interested in improving their knowledge about race and racism, racial equity, and culturally sustaining pedagogy. The primary focus of the Project READY curriculum is on improving relationships with, services to, and resources for, youth of color and Native youth. Module 5 focuses on systems of inequality.      Date: Jan 11-15, 2021  Title: Diversity Festival Online  Entity: Liberty Public School District  Impact: LPS offered the annual diversity festival online this year due to Covid. The district sent out emails each day with various videos and links to articles created by our LPS students and staff to showcase our diverse students and community.    Date: 2/18/21  Title: [Project Ready Module 6](https://ready.web.unc.edu/section-1-foundations/module-6-indigeneity/) Meeting  Entity: LPS District Project Ready Cohort 2 Impact: Project Ready contains online professional development modules for school and public youth services librarians, library administrators, and others interested in improving their knowledge about race and racism, racial equity, and culturally sustaining pedagogy. The primary focus of the Project READY curriculum is on improving relationships with, services to, and resources for, youth of color and Native youth. Module 6 focuses on Indigeneity and Colonialism. |

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| **Indicator #8: Librarian functions as an educational leader in the school campus and district by serving on committees and/or cohorts**  (*AASL*—*collaborate)* |
| **Exemplary (2 points):** Is consistently included in campus and district leadership planning  **Approaching (1 point):** Is occasionally included in campus and district leadership planning |
| **Required Documentation/Evidence**  Agendas/Minutes  Administrative statement about librarian’s role in planning  Librarian statement of involvement   * Exemplary could be multiple examples from both campus and district * Approaching could be multiple examples from campus and/or district with a minimum of one example in each area |

**Supporting Evidence**

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| **Insert Applicable Links Here:**  [Project Ready](https://ready.web.unc.edu/) |
| **Insert Documents/Narratives:**  **Mission and Vision Cohort:** The Mission and Vision Cohort annually evaluates and adjusts the mission and vision of the LPS district library program.  **Project Ready Cohort:** The Project Ready Cohort meets monthly to discuss the assigned modules and determine the most effective methods of implementing the information presented. The professional development modules contain lessons for school and public youth services librarians, library administrators, and others with the primary focus being to improve relationships with, services to, and resources for youth of color and Native youth.  [Project Ready](https://ready.web.unc.edu/)                **Curriculum Council:** “As a member of Liberty Public Schools’ Curriculum Council, Melody Myer influences district decisions about curriculum in general and library curriculum specifically.  She keeps all library media specialist colleagues informed of decisions made and expected practices that come down from curriculum council.  She ensures that continuous work on library media curriculum is in the correct format and includes visible learning processes.  There are three library media representatives on the district’s curriculum council; one for each level elementary, middle, and high.  Curriculum Council meets at least quarterly and includes teacher representatives from all contents and levels as well as instructional coaches.”- LPS Library Media Director, Andrea Sumy      **Back-to-School Staff Meeting**- The librarian shared new library information and the impact of Covid to the program this year. With having a hybrid schedule and students only being in the building two days a week, core teachers were asked to rotate bringing their classes to the library to checkout and renew books every two weeks so each teacher would only be giving up one class time every eight weeks. It was very well received with math, science and social studies teachers being eager to see their students excited about the library.    **Reading Engagement:** As a member of the Reading Engagement Committee, Melody Myer supports the increase of student engagement district-wide in libraries and classrooms.  In the 2020-2021 school year, this committee has worked to support access to books for both virtual and face-to-face students, developed common reading challenges and reading promotions that can be personalized by each building librarian, discussed ebook usage and how to increase it, and started to plan summer reading activities for the district.  This committee meets at least four times per year and includes seven library media specialists from all levels and the library media director. - LPS Library Media Director, Andrea Sumy |

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| **Indicator #9: Program regularly communicates and/or collaborates with building- and/or district-level administration concerning library resources, planning, etc.**  (*AASL*—*engage, include)* |
| **Exemplary (2 points):** Communicates quarterly with administration about the state of the library program  **Approaching (1 point):** Informs building administration about the state of the library program at a minimum of once annually |
| **Required Documentation/Evidence**  Copies or summary of information shared with administration that could include meeting notes, presentation, report, etc. |

**Supporting Evidence**

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| **Insert Applicable Links Here:** |
| **Insert Documents/Narratives:**   * The librarian meets with the LPS library director, Andrea Sumy, every month to share the state of the library program and collaborate with other library media specialists.        * Oct 1, 2020: The librarian met with the DMS administrator, Dr. Greg Mees, regarding the library program and the librarian’s focus on a diverse library collection for her evaluation this year. She described the diversity audit and her involvement in the Project Ready Cohort 2 as a possible focus for evaluation this year. They concluded that this would be a great opportunity to update the collection and grow awareness of diverse issues as they pertain to the library collection and interactions with students and staff. They agreed that other middle level librarians may want to choose this as their focus for growth this year as well. The librarian followed that up during a middle level library meeting where the other middle level librarians chose to work together on this endeavor.          * Jan 21, 2021: The librarian met with the DMS administrators, Dr. Greg Mess and Dr. Courtney Dickerson, to update them on the library program. She shared the diversity audit progress and the response from students who recognize the additions to the collection that represent them. The librarian has had many students express their joy in seeing themselves in books for the first time. She was encouraged to continue her work on the collection and her positive relationships with students.      * Feb 3, 2021: The librarian met with the DMS administrator, Dr. Greg Mees, to share the mid-year library student survey results. While some of the comments reflected that students want to see more comfortable seating options (which are in storage for this year due to Covid), many show that students feel welcome and enjoy the library space. The gentrification and signage make it easy to locate books of interest, and the staff is friendly and helpful. Staff survey results reflect the same while adding that the collaboration with the librarian is helpful in supporting their curriculum.        * Feb 24, 2021: The librarian met with the DMS administrator, Dr. Greg Mees, for her summative evaluation. His comments were very positive and supportive of the library program and the work she is doing in supporting students and teachers and evaluating the collection for diversity. |

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| **Indicator #10: Program regularly communicates and establishes relationships with stakeholders in the community and beyond**  (*AASL*—*collaborate, engage*) |
| **Exemplary (2 points):**   * Identifies stakeholders * Communicates the mission, vision, and goals of the school library * Communicates to all stakeholders regarding participation in library-specific activities * Models and promotes the use of a professional learning network (PLN)   **Approaching (1 point):**   * Identifies stakeholders * Communicates the mission, vision, and goals of the school library * Models and promotes the use of a professional learning network (PLN) |
| **Required Documentation/Evidence**   * Newsletters, flyers, emails * Descriptions of stakeholders |

**Supporting Evidence**

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| **Insert Applicable Links Here:**  [DMS Library website](https://www.lps53.org/domain/1417)  [DMS Broadcast](https://www.youtube.com/watch?v=7OC76wcfSUQ)  [Future Ready Secondary Librarians](https://www.facebook.com/groups/1996474003700233)  [Project Ready](https://ready.web.unc.edu/) |
| **Insert Documents/Narratives:**   * Stakeholders: Discovery Middle School students, staff, parents, and community * Mission: The Liberty Public Schools library media program provides access to information in a collaborative learning environment, focusing on problem solving and creativity. Library media specialists cultivate diverse collections of books and resources to inspire engaged readers and learners. * Vision: The Liberty Public Schools library media program empowers students to become critical thinkers and readers who are empathetic and discerning users of information. * Goals:  1. Preparation for application to DESE's Library Recognition Program by alignment of department and site library processes to the recognition program rubric where possible. 2. Address diversity in LPS library collections by educating ourselves about diversity in collection development, developing a sustainable process for auditing our collections, and implementing that process. 3. Continue to work toward an increase in student reading engagement at the district and site levels. 4. Increase the digital collection through strategic purchasing and acquisition at the district and site levels. 5. Further implementation of revised curriculum aligned to new AASL standards and incorporating Visible Learning strategies, with the outcome of increased authentic learning opportunities for students that include creation, critical thinking, collaboration, and communication. 6. Continue to implement recruiting resources to mentor teachers into the school library media specialist profession. 7. Develop and implement a more comprehensive professional development program for new library media specialists.  * [DMS Library website](https://www.lps53.org/domain/1417) includes the mission and vision of the LPS library program and is available to all stakeholders at all times * The DMS librarian collaborates monthly with other LPS media specialists and our LPS library director, Andrea Sumy * Newsletters: The DMS librarian shares information with families in the and with staff in the weekly staff newsletters as needed.      * The librarian shares library programming and information with students through the weekly [DMS Broadcast](https://www.youtube.com/watch?v=7OC76wcfSUQ) as needed. * The collaboration with Mid-Continent Public Libraries enables all LPS students and staff to receive ecards for access to ebooks, audio books, and databases. This partnership also allows us to check out physical copies of books for classroom use, genre studies, book clubs, etc when we need additional copies. MCPL also communicates information regarding events and programming with the media specialists that we can in turn share with our students and staff. * The DMS librarian follows other media specialists on social media and belongs to the [Future Ready Secondary Librarians](https://www.facebook.com/groups/1996474003700233) group for programming ideas and collaboration. * The DMS librarian is a member of the LPS [Project Ready](https://ready.web.unc.edu/) Cohort 2 with other media specialists. |
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| **Indicator #11: Program participates in implementation of the district’s school improvement plan**  (*AASL*—*collaborate*) |
| **Exemplary (2 points):** Provides evidence of supporting the implementation of multiple CSIP objectives  **Approaching (1 point):** Provides evidence of supporting the implementation of one CSIP objective |
| **Required Documentation/Evidence**  Provide a link to district CSIP; identify and explain the support provided to specific CSIP objectives |

**Supporting Evidence**

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| **Insert Applicable Links Here:**  [DMS LMC website- Digital Resources](https://www.lps53.org/domain/5663)  [DMS LMC website- Resources/Tutorials](https://www.lps53.org/domain/5663)  [LPS Strategic Plan](https://www.lps53.org/cms/lib/MO02207190/Centricity/Domain/1086/Strategic%20Plan%2020202021.pdf#gid=761990951); [LPS Library Media Collection Development--Diversity Audit Plan](https://drive.google.com/file/d/10qSdMP4tstfUFKGVvM9j3V22OR4JuOqi/view?usp=sharing); [LPS Library Media Equity Action Plan](https://drive.google.com/file/d/1CsIE366bxLvDA1AXIcgxYvVeil59S_z-/view?usp=sharing); [LPS Library Media Facilities Vision](https://docs.google.com/document/d/1Sd3hlSWG1Vx6aTR34GcQxFKwFQv9t4Nj0-md1u7LXk0/edit?usp=sharing) |
| **Insert Documents/Narratives:**  **\*Plan 4: Equitable Access**  All students and staff have access to digital resources through the DMS library website as well the MCPL databases due to our partnership.  [DMS LMC website- Digital Resources](https://www.lps53.org/domain/5663)  **\*Plan 5-6: Anywhere, Anytime Learning**  DMS students have access to databases, eBooks, and tutorials for using these through the DMS library website.  [DMS LMC website- Resources/Tutorials](https://www.lps53.org/domain/5663)  **\*Plan 8, 22: Culturally Responsive Practices/Cultural Competency/Proficiency**  The librarian is working through Project Ready and conducting a diversity audit to be more culturally response to students as well as provide books to allow every student to see themselves in book characters.  **\*Plan 17: Professional Learning Communities**  The librarian offers PD opportunities to staff as needed and participates in building and district committees and co-leads a staff book study. The librarian meets monthly with secondary librarians and follows other media specialists on social media.  **\*Plan 20: Leadership**  The librarian provides support to DMS teachers and staff interested in becoming a school librarian.    [LPS Strategic Plan](https://www.lps53.org/cms/lib/MO02207190/Centricity/Domain/1086/Strategic%20Plan%2020202021.pdf#gid=761990951); [LPS Library Media Collection Development--Diversity Audit Plan](https://drive.google.com/file/d/10qSdMP4tstfUFKGVvM9j3V22OR4JuOqi/view?usp=sharing); [LPS Library Media Equity Action Plan](https://drive.google.com/file/d/1CsIE366bxLvDA1AXIcgxYvVeil59S_z-/view?usp=sharing); [LPS Library Media Facilities Vision](https://docs.google.com/document/d/1Sd3hlSWG1Vx6aTR34GcQxFKwFQv9t4Nj0-md1u7LXk0/edit?usp=sharing)        **Liberty Public Schools Library Graduate Profile:** |

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| Library Environment |

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| **Indicator #12: Program provides adequate physical space for the library, including flexible space for usage by multiple groups and/or fixed or flexible space for whole-class instruction**  (*AASL*—*include*) |
| **Exemplary (2 points):** Provides furnishing that are mobile, flexible, and functional enough for a variety of instructional and non-instructional uses for a minimum of two (2) classes (based on the average class size in the building)  **Approaching (1 point):** Provides seating for a minimum of two (2) classes (based on the average class size in the building) |
| **Required Documentation/Evidence**  Photos accompanied by brief explanation of how spaces are used |

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**Supporting Evidence**

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| **Insert Applicable Links Here:** |
| **Insert Documents/Narratives:**  The Discovery Middle School library contains mobile furniture that can be configured to fit any needs that arise. There are three classroom spaces with projectors and white boards. Each projector has Bluetooth for audio, and the screens can project the same or different screens as needed. Each classroom space seats 8, 11 and 21 with social distancing for a total of 40 seats. With it being a Covid year, our classes have an average of 8-12 students with no more than fifteen. In a normal year, we have an average class size of 25 with 73 seats available. Once all students come back full-time, we will return to 73 seats to meet the average class size. The shelving units are on wheels and can be moved as needed. There is soft seating that can be used for reading, studying and collaboration as well as tables and chairs that can be moved to fit the current needs. The library contains a makerspace that has limited use this year due to Covid but is typically used daily by students. There is a mounted television in one corner of the library with Apple TV capability for students to collaborate and share their iPad screens as well as several whiteboard tables for student use. Due to Covid and the need for social distancing this year, the soft seating is in storage, and the book cases are spread six-feet apart so students can still use the library while complying with the CDC and Clay County Health Department guidelines. Without the ability to arrange the tables and book cases as easily as we can, we would not have been able to allow students into our library this year. The mobility and flexibility of our space and furniture has made it possible to keep our library media center open this year. |

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| **Indicator #13: Program offers a variety of programs and/or opportunities for all members of the library community in a safe and inclusive manner**  (*AASL*—*include*) |
| **Exemplary (2 points):** Offers a minimum of four distinct and cross-curricular programs throughout the year that may   * include family and/or community participation * take place either during or beyond the school day   **Approaching (1 point):** Offers a minimum of two distinct and cross-curricular programs that may   * include family and/or community participation * take place either during or beyond the school day |
| **Required Documentation/Evidence**  Calendar of events with enough detail to show the purpose and audience for each event; may include photos and/or evaluation from some events. |

**Supporting Evidence**

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| **Insert Applicable Links Here:**  [Reader-Selector](https://www.lps53.org/cms/lib/MO02207190/Centricity/Domain/5663/Reader-Selector%202020-21.pdf)  [Reader-Selector Tutuorial](https://www.youtube.com/watch?v=sQKyVIvlLA0&feature=youtu.be) |
| **Insert Documents/Narratives:**  \*The DMS library program is offering a Book Bingo Challenge throughout the entire 2020-2021 school year. Students can read a book that fits one of the descriptors in a square and then submit a FlipGrid book talk for their name in a drawing for prizes each quarter. If a student gets a bingo, they earn the opportunity to eat lunch in the library with their friends (socially distanced). A blackout earns them a party at the end of the year. All of the bingo squares are focused on diversity. For example, a window book representing someone from a culture or religion different than yours, a book from the Truman or Mark Twain Reader-Selector list, or a book from the Project Lit list.      \*Book Club meets on Zoom every other Wednesday, which is a virtual day for our students. During non-Covid years, we meet in person.        \*The library program offers students the opportunity to participate in the Truman Award Reader-Selector program. The librarian gathers multiple copies of each book (from our own collection, from MCPL, and from other LPS school libraries) for students to read and then rate according to the MASL scale. The librarian tracks the ratings and submits the votes when the window opens.  [Reader-Selector](https://www.lps53.org/cms/lib/MO02207190/Centricity/Domain/5663/Reader-Selector%202020-21.pdf) Interactive List with links to information for each book  [Reader-Selector Tutuorial](https://www.youtube.com/watch?v=sQKyVIvlLA0&feature=youtu.be) (shared with all ELA students on their flex days and also available on the DMS LMC website)  \*The librarian offers book requests online through Destiny Discover where students can place a hold on a book, and the librarian or library paraprofessional brings the book to the student’s advisory classroom. Virtual students are also able to check out books from the destiny system, and the librarian places those on a bookshelf labeled for Virtual Book Pick-ups located just inside the front doors. Students can get them anytime and drop them off at Discovery or any of the other LPS schools. |

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| **Indicator #14: Program provides a variety of current technologies in the library, including means of remotely accessing library resources at any time**  (*AASL*—*curate, explore, include*) |
| **Exemplary (2 points):** Provides a website with a curated selection of technology resources and openly licensed digital resources, learning management system, and/or social networking to offer 24/7 access to library  **Approaching (1 point):** Provides links to district-supported resources with 24/7 access |
| **Required Documentation/Evidence**  Link to website  Copies of communication sharing technology resource links with library stakeholders |

**Supporting Evidence**

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| **Insert Applicable Links Here:**  [DMS LMC website](https://www.lps53.org/domain/1417)  [DMS Digital Resources](https://www.lps53.org/domain/5663)  [Award Books](https://www.lps53.org/domain/5076)  [Research Process](https://www.lps53.org/domain/5646)  [Teacher Resources](https://www.lps53.org/domain/5680)  [DMS LMC Tutorials](https://www.lps53.org/domain/5663) |
| **Insert Documents/Narratives:**  \*The DMS zSpace is available for teachers to use either in the LMC or in their classrooms. Multiple teachers take advantage of this for health, medical technology, science, and theater. The librarian is available to train students and teachers in using the zSpace and frequently provides opportunities to facilitate student groups rotating through the zSpace for classes.    \*The librarian created multiple screencasts for technology support for both teachers and students.  [DMS LMC Tutorials](https://www.lps53.org/domain/5663)  \*The librarian is the first contact for support of technology issues for both students and staff.  \*LPS is a one-to-one technology district with all DMS students having a district-issued iPad for use at school and at home. Students without internet at home are provided a hot spot by the district.  \*LPS students can access digital resources remotely at any time through the [DMS LMC website](https://www.lps53.org/domain/5663). The librarian created screencasts showing how to access resources from the LMC website as well as the MCPL databases. |

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| Library Management |

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| **Indicator #15: Program implements flexible scheduling to meet the authentic instructional needs of students**  (*AASL*—*collaborate, explore, include*) |
| **Exemplary (2 points):** The library facility uses a flexible schedule during the length of the school day with all scheduling at the discretion of the professional librarian.  **Approaching (1 point):** The schedule of the library facility during the length of the school day does not exceed 25 percent fixed scheduling (such as being part of a school’s specials rotation); the remaining 75+ percent of the day’s schedule is flexible and implemented at the discretion of the professional librarian. |
| **Required Documentation/Evidence**  Schedule reflective of four consecutive weeks |

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**Supporting Evidence**

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| **Insert Applicable Links Here:** |
| **Insert Documents/Narratives:**  Sept 21 through Oct 16   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  | | Sept 21-25 | Monday | Tuesday | Wednesday | Thursday | Friday |  | | Before school |  |  |  | Web/6th grade | Web/6th grade | Otte- Book Promotion: | | Adv | Schedule classes |  | mugs | Book Proj videos | Book Proj videos | Video previous projects for B kids | | 1st Hour | Schedule classes | Reader-Select video | NEE | Book Proj videos | Book Proj videos | on A day | | 2nd Hour | Diversity audit | Proj Lit video | NEE | Book Proj videos | diversity audit |  | | 3rd Hour | Diversity audit | Diversity audit | Grantham/Vasquez check outs | diversity audit | diversity audit | Sparks- social injustice fiction unit | | 4th Hour | Sparks- social injustice | Sparks- social injustice | Reader-Selector video | diversity audit | tech support | Grantham/Vasques- add TumbleBooks and PebbleGo to website | | 5th Hour | Otte- check out/diversity audit | Otte- check out/diversity audit | Proj Lit video | diversity audit | tech support | Otte- screencast iMovie, Adobe Spark | | 6th Hour | Otte- check out/diversity audit | Otte- check out/diversity audit | diversity audit | diversity audit | diversity audit |  | | 7th Hour | Otte- check out/diversity audit | Otte- check out/diversity audit | diversity audit | diversity audit | diversity audit |  | |  |  |  |  |  |  |  | | After school |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | | Sept 28-Oct 2 | Monday | Tuesday | Wednesday | Thursday | Friday |  | | Before school |  |  | email Platte Clay Electric | 7:30 Project Ready mtg |  |  | | Adv |  | Diversity audit | address changes | Project Ready | run Brandt overdues |  | | 1st Hour | Waldenville cover | call utilities | link Truman trailers | Garvey- checkout | Garvey- checkout |  | | 2nd Hour | Spark tutorial | Diversity audit | Grantham/Vasques | Diversity audit | Diversity audit/SB Zoom invite |  | | 3rd Hour | iMovie tutorial | Diversity audit | link Truman trailers | Garvey- checkout | Garvey- checkout |  | | 4th Hour | Brandt- checkout | Brandt- checkout | Cathy- SB plan | Garvey/Brandt- checkout | Garvey- checkout |  | | 5th Hour | Brandt- checkout | Brandt- checkout | SB plan/emails | Garvey- checkout | Garvey- checkout |  | | 6th Hour | SB roster |  | 2:15-2:45- Feedback | Garvey- checkout | Garvey- checkout |  | | 7th Hour | Brandt- checkout | Brandt- checkout | Feedback | Garvey- checkout | Garvey- checkout |  | |  |  |  |  |  |  |  | | After school |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | Oct 5-9 | Monday | Tuesday | Wednesday | Thursday | Friday |  |  | | Before school |  |  |  |  | Close on House |  |  | | Adv | check Danner's links | Diversity audit | Zoom setup- Cure | 7:30- NEE with middle level |  | Danner- ecosystem project |  | | 1st Hour | Badalucco/Marshall | Badalucco/Marshall | 8:30 LMS mtg | VanHauen | VanHauen/Dickes-test | -check links for student filter |  | | 2nd Hour | Marshall | Marshall |  | VanHauen/NEE | VanHauen/Dickes-test |  |  | | 3rd Hour | Badalucco/Marshall | Badalucco/Marshall | DESE rubric | VanHauen/NEE | VanHauen/Dickes-test |  |  | | 4th Hour | Badalucco/Marshall | Badalucco/Marshall | run AUP | VanHauen/NEE | VanHauen/Dickes-test |  |  | | 5th Hour | Badalucco | Badalucco | AUP update | VanHauen/NEE | VanHauen/Dickes-test |  |  | | 6th Hour | Badalucco/Marshall | Badalucco/Marshall | AUP update | NEE | Dickes- test |  |  | | 7th Hour | Badalucco | Badalucco | 2:00- CC Zoom | VanHauen/NEE | VanHauen/Dickes-test |  |  | |  |  | 2:00-3:00 SB Zoom |  | 2:00-3:00 SB Zoom |  |  |  | | After school |  | 4:30 Walk thru- Kearney |  |  |  |  |  | |  |  | house |  |  |  |  |  | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | | Oct 12-16 | Monday | Tuesday | Wednesday | Thursday | Friday |  |  | | Before school | Johna gone | 7:15- Flu shot- Birdcage |  |  |  |  |  | | Adv | Book Club mtg | Book Club mtg | window/mirror list | 7:30- Bingo, Sora, Discover- virtual class |  | Klepper- dystopian novel study |  | | 1st Hour | run AUP report | Joani's Canvas issue | window/mirror list | Virtual class |  | Price- find 3 titles for learning strategies |  | | 2nd Hour | Emily here | Joani's Canvas issue | window/mirror list | Klepper- dystopian | Klepper- dystopian | Otte- unsolved mysteries- pull books |  | | 3rd Hour | Emily here | pull Mysteries-Otte | AUP update | Klepper- dystopian | Klepper- dystopian | Kiely- virtual ELA class- share |  | | 4th Hour | 3 titles for Price | NEE | AUP update | Klepper- dystopian | Klepper- dystopian |  |  | | 5th Hour | AUP unsigned | NEE | Audit new acqusitions | pull window/mirror books | clean out desk |  |  | | 6th Hour | AUP unsigned | NEE | Audit new acqusitions | pull window/mirror books | clean out desk |  |  | | 7th Hour | AUP unsigned | 2:00-3:00 SB Zoom | Audit new acqusitions | pull window/mirror books | clean out desk |  |  | |  |  |  |  |  | Early out- 12:20 |  |  | | After school |  |  |  |  | 12:45- Staff pic |  |  | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | |

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| **Indicator #16: Librarian regularly evaluates the library program**  (*AASL*—*This indicator includes addressing all AASL Integrated Frameworks while evaluating the school library program.*) |
| **Exemplary (2 points):** Regularly designs throughout the school year evaluative tools and acquires evaluative information regarding the school library program from all stakeholders: school librarian, principal, certified teachers and/or support staff, parents, students  **Approaching (1 point):** Annually designs evaluative tools and acquires evaluative information regarding the school library program from four of the following five stakeholders: school librarian, principal, certified teachers and/or support staff, parents, students. |
| **Required Documentation/Evidence**  Evaluative tools(s) utilized with each stakeholder regarding perception of the library program. These may be in the form of surveys, audio discussions, digital photos of physical documents as well as other data collection methods. These evaluations may include the complete library program, book clubs, special celebrations such as Read Across America Week or Banned Book Week, resource collections, resource development, etc. |

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**Supporting Evidence**

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| **Insert Applicable Links Here:** |
| **Insert Documents/Narratives:**   * Panorama building survey results: This survey for students and parents provides information regarding students’ and parents' thoughts on and feelings about equity, diversity and inclusion. This information can then be used in collection development.      * Return to Learn parent survey: All LPS parents were surveyed about their learning format preferences. Based on those results, circulation policies were developed for remote learners as well as opportunities for accessing print and digital resources. * Parent-Teacher conferences: Due to Covid, parent-teacher conferences are offered remotely through My Conference Time and Zoom at the end of first quarter and third quarter. Parents can sign up to meet with me if they so choose.      * The librarian evaluates the library program using annual student surveys to determine if the program meets the needs of the students and adjusts as needed.        * The librarian evaluates the library program using annual staff surveys to determine if the program meets the needs of the staff and adjusts as needed.        * The librarian asks for staff recommendations when adding resources to the collection. These include print, video, and digital resources. The librarian then reviews the suggestions and determines which meet the criteria for purchasing. * The librarian is conducting a diversity audit of the realistic fiction collection to ensure all students are represented accurately. Once the audit is complete, data will be used to fill gaps and weed items that inadequately represent diverse groups.      * The librarian is conducting a reverse diversity audit when purchasing new materials to ensure all students are accurately represented.      * The librarian completes a survey action plan after obtaining the student and staff survey results to better serve all stakeholders. Attached is the plan written last year to be followed this school year.      * The librarian completes monthly reports and uses the data to determine the effectiveness of the library program.      * The librarian completes end-of-year reports to evaluate the effectiveness of the library program and makes changes as needed.        * The librarian completes a collection development plan to meet the needs of all stakeholders. * The librarian holds a Book Club every other week which is open to all students and staff. Students are given an opportunity to make suggestions to the Book Club to be better effective, and the club members suggest books to read and make the final decisions on which to assign each month. |

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| **Indicator #17: Program has a budget that is adequate to purchase books, materials, supplies, etc., to meet the library’s strategic plan**    (*AASL*—*curate, include*) |
| **Exemplary (2 points):** Collaboratively works to establish an adequate budget with the building and/or district administration by communicating a strategic five-year plan that outlines the vision and progression of the school library program goals in connection with the school and/or district strategic plan  **Approaching (1 point):** Collaboratively works to establish an adequate budget with the building and/or district administration by communicating a three-year plan that outlines the vision and progression of the school library program strategic plan |
| **Required Documentation/Evidence**  Submission of collaborative budgetary plan denoting the library’s strategic plan and its connection to the building or district strategic plan. Submission must include the dollar amount (total and per student) provided by the district to support the library plan. Examples: written reports, spreadsheets. |

**Supporting Evidence**

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| **Insert Applicable Links Here:**  [Link to LPS Library Media Budget FY21--All Sites](https://docs.google.com/spreadsheets/d/1SI79uclQA7pm54Kb7uxrDviUOdzYtOncDmwLl6IYjUw/edit?usp=sharing)  [LPS Strategic Plan](https://www.lps53.org/cms/lib/MO02207190/Centricity/Domain/1086/Strategic%20Plan%2020202021.pdf)  [LPS Library Media Strategic Plan](https://docs.google.com/document/d/1bSikt7KPB1do7pJKfVb-uEq7XRkbLzGzt_jH-HfaK1k/edit?usp=sharing). |
| **Insert Documents/Narratives:**  To ensure equity across buildings, Liberty’s library media budgets are developed at the district level.  Each library has a book, supply, resource, and periodicals budget line.  Each of the four budget lines are adjusted based on the student population in each building.  **FY21 Budget Amounts**  Site Library Media Budgets:   |  |  | | --- | --- | | DMS MEDIA BOOKS | $3600 | | DMS MEDIA PERIODICALS | $225 | | DMS MEDIA RESOURCES | $225 | | DMS MEDIA SUPPLIES | $225 | | DMS MEDIA ACTIVITY |  |   [Link to LPS Library Media Budget FY21--All Sites](https://docs.google.com/spreadsheets/d/1SI79uclQA7pm54Kb7uxrDviUOdzYtOncDmwLl6IYjUw/edit?usp=sharing)  District Media Center Budgets:   |  |  | | --- | --- | | ALL DIST MEDIA AV INSTRUCTIONAL SUPPLIES | $24,068 | | ALL DIST MEDIA BOOKS | $2,000 | | ALL DIST MEDIA DUES/MEMBERSHIPS | $10,200 | | ALL DIST MEDIA PERIODICALS | $21,500 | | ALL DIST MEDIA PROF/TECH SERVICES | $12,100 | | ALL DIST MEDIA PURCHASED SERVICES | $1,000 | | ALL DIST MEDIA RESOURCES | $250 | | ALL DIST MEDIA SUPPLEMENTAL SUMMER READING | $1,600 | | ALL DIST MEDIA SUPPLIES | $1,200 | | LIBRARY MEDIA PD | $8,000 |   Building Library Budgets:  Book Budget-The book budget is used for books that will circulate to all students and staff including print books that will be entered into the Destiny Library Catalog and ebooks.  Resource Budget-The resource budget is used for nonprint or digital items such as audio, video, games, realia, and equipment that will be entered into the Destiny library catalog and be made available to all students and staff.  Periodical Budget-The periodical budget is used for newspapers, magazines, and databases that are made available to all students and staff.  Supply Budget-The supply budget is used for consumables such as processing supplies, bookmarks, tape, scissors, etc.  These are items that will not be cataloged/barcoded.  Activity Account-Monies in the activity account are used directly for students.  For instance, pizza party, ice cream, stickers, etc.  This fund is used to hold revenues such as PTA donations, fundraiser monies, money paid for lost books, etc.  Money in this fund does not come from LPS budgets.  District Media Center Budgets:  The District Media Center, managed by the Library Media Director, supports the digital needs of LPS students and staff by providing district-wide digital resources such as Overdrive/SORA, Britannica School, ImageQuest, PebbleGo, PebbleGo NEXT, Tumblebooks, CoSpaces, and more.  Additionally, the District Media Center maintains and circulates a centralized collection of professional development books, novel sets and robots (Ozobots, Osmos, Cubelets, Spheros, ClassVR, etc.).  The District Media Center budgets also support author visits, literacy events, and innovative technology acquisitions throughout the district at all levels.  District Media Center budgets include supplies, resources, books, periodicals, a/v instructional supplies, summer reading, professional development, travel, professional technical services, purchased services, and dues/memberships.  Budget Development Process:  The budget process involves ongoing collaboration between library media specialists and the library director.  At monthly meetings and in multiple library-specific committees, teams discuss budget needs and make recommendations to influence the library media budget.  Each year, the needs of the program and each library are considered and a proposed library media budget is developed by the Library Media Director with guidance from the Assistant Superintendent of Instructional Design and the Chief Financial Officer.  This budget is submitted in February.  Once approved in May or June, library media specialists may begin using the budget for library acquisitions.  Budget Approvals:  Library Media Specialists follow district purchasing guidelines when utilizing LPS district budgets.  Requisitions are submitted by librarians and approved by the library media director before purchases are made.  This ensures the correct budgets are utilized for each purchase and that purchases made are in line with district guidelines and goals.  Five-Year Plan with Alignment to Strategic Plans:  The district-wide library media budget which includes budgets for site libraries (books, supplies, resources, periodicals) and the district media center is aligned to the [LPS Strategic Plan](https://www.lps53.org/cms/lib/MO02207190/Centricity/Domain/1086/Strategic%20Plan%2020202021.pdf) and the [LPS Library Media Strategic Plan](https://docs.google.com/document/d/1bSikt7KPB1do7pJKfVb-uEq7XRkbLzGzt_jH-HfaK1k/edit?usp=sharing).  In recent years library media budget processes have allowed for the acquisition of ZSpace units in all secondary libraries, a set of 30 ClassVR headsets to circulate around secondary libraries, and other robots and manipulatives that circulate at all levels:  Osmos, Ozobots, Spheros, 3Doodlers, Cubelets, etc.  In the next five years, the following considerations will be folded into the library media budget development process.  2020-2021:   * Ongoing review of site library budgets:  books, resources, periodicals, supplies. * Ongoing review of LPS digital resources in conjunction with MOREnet and MCPL digital resources to identify needs and adjust the budget request accordingly.  Review is by library media specialists with input from students, teachers, and administrators through surveys and discussions. * Adoption of collection measurement processes to identify those school library collections that are in the most need of updating.   2021-2022:   * Ongoing review of site library budgets:  books, resources, periodicals, supplies. * Ongoing review of LPS digital resources in conjunction with MOREnet and MCPL digital resources to identify needs and adjust the budget request accordingly.  Review is by library media specialists with input from students, teachers, and administrators through surveys and discussions. * The FY22 library media budget will include a proposal to add additional funds for print books in 1-2 library collections based on measurement processes identified in 20-21.  Anticipated additional funds will total $26,000 if possible. * If possible, the district library budget will be enhanced to add additional innovative technology tools to circulate district wide and to maintain existing tools.   + Addition of Edison Robots   + Additional ZSpace for Liberty High School   + Maintenance of Spheros, ClassVR Headsets, Ozobots, Osmo, ZSpace, Cubelets   2022-2023:   * Ongoing review of site library budgets:  books, resources, periodicals, supplies. * Ongoing review of LPS digital resources in conjunction with MOREnet and MCPL digital resources to identify needs and adjust the budget request accordingly.  Review is by library media specialists with input from students, teachers, and administrators through surveys and discussions. * Review effectiveness of additional print funds granted to site library collections in the most need of updating.  Continue $26,000 request or adjust amount based on review. * If possible, the district library budget will be enhanced to add additional innovative technology tools to circulate district wide and to maintain existing tools.  Tools will be researched yearly and costs determined before the budget proposal is submitted.   2023-2024, 2024-2025, and 2025-2026:   * Ongoing review of site library budgets:  books, resources, periodicals, supplies. * Ongoing review of LPS digital resources in conjunction with MOREnet and MCPL digital resources to identify needs and adjust the budget request accordingly.  Review is by library media specialists with input from students, teachers, and administrators through surveys and discussions. * Review effectiveness of additional print funds granted to site library collections in the most need of updating.  Continue $26,000 request or adjust amount based on review. * If possible, the district library budget will be enhanced to add additional innovative technology tools to circulate district wide and to maintain existing tools.  Tools will be researched yearly and costs determined before the budget proposal is submitted. |

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| **Indicator #18: Program maintains a current, relevant, and diverse collection of print and/or digital resources that is responsive to the needs of the community and is tied to curriculum**  (*AASL*—*curate, explore, include)* |
| **Exemplary (2 points):**   * Maintains current collection as follows:   + Nonfiction: At least 70 percent of the resources have copyright dates within the most recent 12 years.   + Fiction: The average age of a fiction collection is less than 15 years old. * Supports access on all subjects that meet the needs, interests, and abilities of all persons in the community the library serves * Supplemental resources extend beyond the school community to connect with the global community   **Approaching (1 point):**   * Maintains current collection as follows:   + Nonfiction: At least 70 percent of the resources have copyright dates within the most recent 15 years   + Fiction: The average age of a fiction collection is less than 17 years old. * Supports access on all subjects that meet the needs, interests, and abilities of all persons in the community the library serves |
| **Required Documentation/Evidence**  Collection analysis reports that clearly show the currency, relevance, and diversity of the library’s collection |

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**Supporting Evidence**

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| **Insert Applicable Links Here:**  [Symbaloo](https://www.symbaloo.com/mix/libraryresources147)  [Library Catalog- Destiny Discover](https://search.follettsoftware.com/metasearch/ui/11893)  [Databases](https://www.symbaloo.com/mix/libraryresources147)  [LMC website](https://www.lps53.org/domain/5663))  [Sora](https://soraapp.com/library/libertymo)  [Mid-Continent Public Library](https://www.mymcpl.org/research-and-learning)  [CoSpaces](https://drive.google.com/file/d/1oJsKsMM1hxQYfjiqgiuors6PwveIqR40/view?usp=sharing)  [zSpace](https://zspace.com/edu/info/zspace-studio)  [Various tutorials](https://www.lps53.org/domain/5663)  [Multilingual Book Collection](https://www.youtube.com/watch?v=XgwRv-0j2PU&feature=youtu.be) |
| **Insert Documents/Narratives:**  **Discovery Middle School Library Collection Analysis:**  Nonfiction 75.5% of nonfiction resources have copyright dates within the most recent 12 years.  In addition to the 3,016 nonfiction print resources, the Discovery Middle School library also has 647 nonfiction ebooks.  With regard to nonfiction digital content the Discovery Middle School library includes: (links on the LMC [Symbaloo](https://www.symbaloo.com/mix/libraryresources147))   * Britannica School * Brittannica ImageQuest * MOREnet databases such as: * Mid-Continent Public Library databases such as:   + Explora for Teens   + Learning Express Library   + Academic Search Elite   + Ebsco   + Ebsco Newspaper   Fiction The average copyright age of the Discovery Middle School fiction collection is 2008--13 years. There are 3617 fiction print books and 3073 fiction ebooks in the DMS collection.  Scope of the Collection The Discovery Middle School library supports access to all subjects that meet the needs, interests, and abilities of all persons in the community the library serves.  This includes print and digital resources on all curricular subjects students and teachers need as well as high-interest topics for students.  Stakeholders provide input into collection development through the yearly survey and through requests to the librarian.  The library purchasing processes are flexible and responsive enough to allow for point-of-need purchases based on the discretion of the library media specialist.  All new acquisitions and realistic fiction books are being audited for diversity using a thorough process developed by the LPS Collection Development--Diversity Committee.   The DMS librarian considers diversity categories such as race, religion, identity, social issues, family structure, mental health, physical differences, and culture when adding books to the library collection.  This is to ensure the collection meets the needs and interests of all persons in the library community.  The librarian works hard to ensure the collection houses books that function as windows and mirrors for all students.  The library website gives students access to all aspects of the physical and digital library.  Students and teachers can place holds on print books through the library catalog and research using the multiple databases and digital tools available to them.  Access to licensed resources is provided through Google Single Sign On or through remote access passwords made easily available to patrons, but not those who should not have access based on the license.   * Discovery Middle School Library Media Website   + [Library Catalog- Destiny Discover](https://search.follettsoftware.com/metasearch/ui/11893)   + [Databases](https://www.symbaloo.com/mix/libraryresources147) (Symabloo of links for student use- on the [LMC website](https://www.lps53.org/domain/5663))   + [Sora](https://soraapp.com/library/libertymo) * [Mid-Continent Public Library](https://www.mymcpl.org/research-and-learning) (linked on the Library Symabloo above)   Supplemental Resources The Discovery Middle School Library provides multiple supplemental resources that extend beyond the school community to connect students with the global community.  These resources expose students to a broader world and give them opportunities to connect with other students, industries, cultures, and thinking.   * Noodlebib, collaborative citation platform (linked on [Symbaloo](https://www.symbaloo.com/mix/libraryresources147)) * [CoSpaces](https://drive.google.com/file/d/1oJsKsMM1hxQYfjiqgiuors6PwveIqR40/view?usp=sharing), a collaborative AR/VR platform * ClassVR, virtual reality headset with access to multiple experiences from NASA to museums to beaches and beyond * [zSpace](https://zspace.com/edu/info/zspace-studio), AR/VR experiences allow students to see and manipulate 3D models such as skeletal system, engines, climate models, etc.      * [Various tutorials](https://www.lps53.org/domain/5663)   LPS has a district-wide multi-language collection of books for all LPS students. This tutorial explains how to access and browse the collection as well as how to place a hold on them.  [Multilingual Book Collection](https://www.youtube.com/watch?v=XgwRv-0j2PU&feature=youtu.be)  **Languages Included in the Collection:**  Arabic  Chinese  French  Spanish  Vietnamese  German  Urdu  Panjabi  Swahili  Gujarati |

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| **Indicator #19: Program maintains policies, procedures, and practices as set by the local school board**  (*AASL*—*curate, engage)* |
| **Exemplary (2 points):** Has an up-to-date policy (within the last five years) including **all** of the following:   * Fines/Damaged materials * Challenged books * Collection development * Volunteers * Donations * Borrowing policy * Inventory * Acceptable use * Confidentiality * Intellectual freedom * Weeding   **Approaching (1 point):** Has an up-to-date policy (within the last five years) including nine of the following:   * Fines/Damaged materials * Challenged books * Collection development * Volunteers * Donations * Borrowing policy * Inventory * Acceptable use * Confidentiality * Intellectual freedom * Weeding |
| **Required Documentation/Evidence**  Link(s) to policies |

**Supporting Evidence**

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| **Insert Applicable Links Here:**  [LPS Library Media Polies and Procedures](https://docs.google.com/spreadsheets/d/1tStjvj2b8wrVSCNBw_iG0OmsE9g3v_uKuJDFwOqfp8U/edit#gid=0)  [LM-FDM (PDF)](https://drive.google.com/file/d/1jAxwFAn1pCHv8j1AmIsDnvl4YpzJcR_8/view?usp=sharing)  [KLB](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=UrBUOxIEEnu65pl8ezH3oQ==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=1QSfUuz8WRJ5slsh0xnyVwukQ==&PG=6&IRP=0)  [KLB-AP](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=sSPWJLCYWLzHnhWUzslshvVfw==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=1QSfUuz8WRJ5slsh0xnyVwukQ==&PG=6&IRP=0)  [LM-R (PDF)](https://drive.google.com/file/d/1h4E5_k5HWhoG7GJje7_TsJ0Tg316GvwF/view?usp=sharing)  [IIAC](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=JdrkDeyqSW2he9YX5ujlgA==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=qo79RxbUbdO3GjATNVIJ7Q==&PG=6&IRP=0)  [IIAC-R1](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=d3Z4NEiP3Cl3hOGd42vVcQ==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=qo79RxbUbdO3GjATNVIJ7Q==&PG=6&IRP=0)  [IIA](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=7Q564HxHpxplusmlGRxRvfkCg==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=qo79RxbUbdO3GjATNVIJ7Q==&PG=6&IRP=0)  [LM-AG (PDF)](https://drive.google.com/file/d/1Vj7nU_TQoARY--hBYLkDI_3BiDbfjZw0/view?usp=sharing)  [LM-CCS (PDF)](https://drive.google.com/file/d/1fGNfSZ8ksjm4gX6O94Vn675GGzqHFaD1/view?usp=sharing)  [LM-CP (PDF)](https://drive.google.com/file/d/1Ej2pgnTsTeb1Q_BKj6FegErNJsbqELYn/view?usp=sharing)  [LM-CS (PDF)](https://drive.google.com/file/d/1HiZEdIwgw35h4Y4xLf9BuYFt2tHKP3tb/view?usp=sharing)  [LM-GM (PDF)](https://drive.google.com/file/d/1eTVhTSCG3pVAZSW9W2qJc3YiIc8_HtEi/view?usp=sharing)  [IICC](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=bzEuAISsXJpplus64ufBgCqslshA==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=qo79RxbUbdO3GjATNVIJ7Q==&PG=6&IRP=0)  [KH](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=WOXipySslshHqRWl5Wplus1jTvhQ==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=1QSfUuz8WRJ5slsh0xnyVwukQ==&PG=6&IRP=0)  [LM-BL (PDF)](https://drive.google.com/file/d/1CiXVtI4sq7vtTj5q37EwHpeavM_4m-dd/view?usp=sharing)  [LM-H/ILP (PDF)](https://drive.google.com/file/d/1J-46eaJJC-4AddmJXfh8ompsWgvIqlk-/view?usp=sharing)  [LM-EUBA (PDF)](https://drive.google.com/file/d/1WhEETBMtMs4wn8G4EFQ5FfTC2bNJiE8w/view?usp=sharing)  [LM-ILP (PDF)](https://drive.google.com/file/d/1tntIfSGyEIZJGf8Ups1BRRKsToA4KEj5/view?usp=sharing)  [LM-IG (PDF](https://drive.google.com/file/d/1gBoOPT3Y1aHYz9DEZjDh5lksQxXnodMW/view?usp=sharing))  [EHB](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=3Pzr1F9QwE2CLLWqENrxhQ==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=muNUlKiR2jsXcslsh28JpBkiw==&PG=6&IRP=0)  [EHB-AP(1)](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=5JOKRHplusgb9CyuNcl24mslshjg==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=muNUlKiR2jsXcslsh28JpBkiw==&PG=6&IRP=0)  [EHB-AP(2)](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=6XcTNvnqEj99TtTZvjcgIg==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=muNUlKiR2jsXcslsh28JpBkiw==&PG=6&IRP=0)  [IIAC](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=JdrkDeyqSW2he9YX5ujlgA==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=qo79RxbUbdO3GjATNVIJ7Q==&PG=6&IRP=0)  [IIAC-AP(1)](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=GygpjNkgZpluskdMlplus9slshPn9Bg==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=qo79RxbUbdO3GjATNVIJ7Q==&PG=6&IRP=0)  [LM-WG (PDF)](https://drive.google.com/file/d/1fqsvXayj3zwAuC0sH-TRDMtEnryiPIpC/view?usp=sharing) |
| **Insert Documents/Narratives:**  The LPS librarians along with the LPS Library Director, Andrea Sumy, reviews all library policies and procedures yearly, and that review guides the processes in the DMS library.   |  |  |  |  | | --- | --- | --- | --- | | **LPS Library Media Policies and Procedures** | | | | | **Policy/Procedure** | **Policy/Procedure Name** | **Link to Policy/Procedure** | **Last Updated** | | Fines/Damaged Materials | Fines/Damaged Materials Procedures | [LM-FDM (PDF)](https://drive.google.com/file/d/1jAxwFAn1pCHv8j1AmIsDnvl4YpzJcR_8/view?usp=sharing) | 2/17/2021 | | Challenged Books | Public Questions, Comments or Concerns Regarding District Instructional/Media/Library Materials | [KLB](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=UrBUOxIEEnu65pl8ezH3oQ==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=1QSfUuz8WRJ5slsh0xnyVwukQ==&PG=6&IRP=0) | 3/24/2020 | | Public Questions, Comments or Concerns Regarding District Instructional/Media/Library Materials--Answering Questions/Concerns | [KLB-AP](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=sSPWJLCYWLzHnhWUzslshvVfw==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=1QSfUuz8WRJ5slsh0xnyVwukQ==&PG=6&IRP=0) | 3/24/2020 | | Guidelines for Handling Possible Requests for Reconsideration | [LM-R (PDF)](https://drive.google.com/file/d/1h4E5_k5HWhoG7GJje7_TsJ0Tg316GvwF/view?usp=sharing) | 10/22/2020 | | Collection Development | Instructional Media Centers/School Libraries | [IIAC](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=JdrkDeyqSW2he9YX5ujlgA==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=qo79RxbUbdO3GjATNVIJ7Q==&PG=6&IRP=0) | 3/24/2020 | | Instructional Media Centers/School Libraries--Selection and Reconsideration of Materials, Instructional Materials | [IIAC-R1](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=d3Z4NEiP3Cl3hOGd42vVcQ==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=qo79RxbUbdO3GjATNVIJ7Q==&PG=6&IRP=0) | 3/24/2020 | | Instructional Materials | [IIA](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=7Q564HxHpxplusmlGRxRvfkCg==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=qo79RxbUbdO3GjATNVIJ7Q==&PG=6&IRP=0) | 3/24/2020 | | Acquisition Guidelines | [LM-AG (PDF)](https://drive.google.com/file/d/1Vj7nU_TQoARY--hBYLkDI_3BiDbfjZw0/view?usp=sharing) | 10/22/2020 | | Cataloging and Classification Standards | [LM-CCS (PDF)](https://drive.google.com/file/d/1fGNfSZ8ksjm4gX6O94Vn675GGzqHFaD1/view?usp=sharing) | 10/22/2020 | | Cataloging Protocol | [LM-CP (PDF)](https://drive.google.com/file/d/1Ej2pgnTsTeb1Q_BKj6FegErNJsbqELYn/view?usp=sharing) | 10/22/2020 | | Cataloging Specifications | [LM-CS (PDF)](https://drive.google.com/file/d/1HiZEdIwgw35h4Y4xLf9BuYFt2tHKP3tb/view?usp=sharing) | 10/22/2020 | | Genre Marking | [LM-GM (PDF)](https://drive.google.com/file/d/1eTVhTSCG3pVAZSW9W2qJc3YiIc8_HtEi/view?usp=sharing) | 10/22/2020 | | Volunteers | School Volunteers | [IICC](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=bzEuAISsXJpplus64ufBgCqslshA==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=qo79RxbUbdO3GjATNVIJ7Q==&PG=6&IRP=0) | 9/15/2020 | | Donations | Public Gifts to the Schools (Also, mentioned in selection policy.) | [KH](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=WOXipySslshHqRWl5Wplus1jTvhQ==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=1QSfUuz8WRJ5slsh0xnyVwukQ==&PG=6&IRP=0) | 3/24/2020 | | Borrowing | Borrowing/Lending | [LM-BL (PDF)](https://drive.google.com/file/d/1CiXVtI4sq7vtTj5q37EwHpeavM_4m-dd/view?usp=sharing) | 2/17/2021 | | Holds and Interlibrary Loan Procedures | [LM-H/ILP (PDF)](https://drive.google.com/file/d/1J-46eaJJC-4AddmJXfh8ompsWgvIqlk-/view?usp=sharing) | 10/22/2020 | | External User Borrower's Agreement | [LM-EUBA (PDF)](https://drive.google.com/file/d/1WhEETBMtMs4wn8G4EFQ5FfTC2bNJiE8w/view?usp=sharing) | 10/22/2020 | | Interlibrary Loan Permission | [LM-ILP (PDF)](https://drive.google.com/file/d/1tntIfSGyEIZJGf8Ups1BRRKsToA4KEj5/view?usp=sharing) | 10/22/2020 | | Inventory | Inventory Guidelines | [LM-IG (PDF](https://drive.google.com/file/d/1gBoOPT3Y1aHYz9DEZjDh5lksQxXnodMW/view?usp=sharing) | 10/22/2020 | | Acceptable use | Technology Usage, Technology Safety, Access to Blocked or Filtered Content | [EHB](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=3Pzr1F9QwE2CLLWqENrxhQ==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=muNUlKiR2jsXcslsh28JpBkiw==&PG=6&IRP=0) | 12/18/2018 | |  | Technology Usage-Technology Safety | [EHB-AP(1)](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=5JOKRHplusgb9CyuNcl24mslshjg==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=muNUlKiR2jsXcslsh28JpBkiw==&PG=6&IRP=0) | 1/16/2018 | |  | Technology Usage-Access to Blocked or Filtered Content | [EHB-AP(2)](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=6XcTNvnqEj99TtTZvjcgIg==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=muNUlKiR2jsXcslsh28JpBkiw==&PG=6&IRP=0) | 1/16/2018 | | Confidentiality | Instructional Media Centers/School Libraries | [IIAC](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=JdrkDeyqSW2he9YX5ujlgA==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=qo79RxbUbdO3GjATNVIJ7Q==&PG=6&IRP=0) | 3/24/2020 | | Intellectual Freedom | Instructional Media Centers/School Libraries | [IIAC](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=JdrkDeyqSW2he9YX5ujlgA==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=qo79RxbUbdO3GjATNVIJ7Q==&PG=6&IRP=0) | 3/24/2020 | | Weeding | Instructional Media Centers/School Libraries--Procedure for Disposal of Obsolete Materials | [IIAC-AP(1)](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=GygpjNkgZpluskdMlplus9slshPn9Bg==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=qo79RxbUbdO3GjATNVIJ7Q==&PG=6&IRP=0) | 2/18/2020 | | Weeding Guidelines | [LM-WG (PDF)](https://drive.google.com/file/d/1fqsvXayj3zwAuC0sH-TRDMtEnryiPIpC/view?usp=sharing) | 10/22/2020 | | Withdrawal of Resources | [LM-WG (PDF)](https://drive.google.com/file/d/1Np1Wk86F8K5U7oZ4q4FgexO6ZEuTMY0t/view?usp=sharing) | 10/22/2020 | |

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| Staffing |

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| **Indicator #20: Program maintains an appropriate librarian-to-student ratio**  (*AASL*—*include, inquire*) |
| **Exemplary (2 points):** Exhibits the following:   * 1.0 full-time librarian assigned full time to a library in a school\* with a student population of 1-750 * 1.5 full-time librarians assigned full time to a library in a school\* with a student population of 751-1,500 * 2.0 full-time librarians assigned full time to a library in a school\* with a student population exceeding 1,500   **Approaching (1 point):** Exhibits ratio of one full-time librarian assigned full time to a library in a single school\*  *\*Because of the variety of library/school configurations among Missouri schools (one library for two campuses, two libraries on a single campus, etc.), applicant must include a description of the configuration in his/her school and explain how all stakeholders are sufficiently served within this configuration. Library staffing must be such that the library is open to students at any time during the regular school day.* |
| **Required Documentation/Evidence**  Written verification from school or district administration *regarding student access to library at any time during the regular school day* in addition to librarian’s required description of configuration (see above) |

**Supporting Evidence**

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| **Insert Applicable Links Here:** |
| **Insert Documents/Narratives:**  Students at Discovery Middle School have access to the library at any time during the regular school day as well as 30 minutes before and 30 minutes after the regular school day.    The library is staffed by a 1.0 full-time librarian assigned full time to the Discovery Middle School library.  The student population of Discovery Middle School is 725. |

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| **Indicator #21: Program maintains an appropriate library support staff-to-librarian ratio**  (*AASL*—*include, inquire*) |
| **Exemplary (2 points):** Has one full-time paraprofessional library support staff per librarian without additional outside duties during instructional day to ensure the library is open to students and staff through the entire school day  **Approaching (1 point):** Has equivalent of one paraprofessional library support staff per librarian performing library-related duties in the library a minimum of 75% of the instructional day to ensure the library is open to students and staff through the entire school day |
| **Required Documentation/Evidence**  Written verification from school or district administration verifying paraprofessional hours and library accessibility hours |

**Supporting Evidence**

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| **Insert Applicable Links Here:** |
| **Insert Documents/Narratives:**  Students at Discovery Middle School have access to the library at any time during the regular school day as well as 30 minutes before and 30 minutes after the regular school day.    In addition to a full-time librarian, the library is staffed by one library paraprofessional assigned full time to the Discovery Middle School library. |

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