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

Librarian First and Last Names:

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| Beth Marley |

Co-Librarian First and Last Names:

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School Contact Email for Librarian:

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| beth.marley@lps53.org |

School Contact Email for Co-Librarian:

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School District:

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| Liberty Public Schools |

School:

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| Heritage Middle School |

School Address:

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| 600 W Kansas St, 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 removed prior to publication of this 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:**  #1. [Historical Fiction book list](https://drive.google.com/file/d/1MexNAB_5LgtCnlzAKxDh3KcKSSmYWqZv/view?usp=sharing)  #2. [Beanstack](https://drive.google.com/file/d/1RqIN_g6StpsivZyAMERtrbJrLf4grf92/view?usp=sharing)  #3. [HMS Book Gallery Walk](https://drive.google.com/file/d/1LBUDl7zH9XA6qdQViSZhmdeuu4tYxeQb/view?usp=sharing)  #4. [Opposing Viewpoints database](https://drive.google.com/file/d/1HfTMiwtQ6ZDgFCHswUjJvFLIFpbX9psR/view?usp=sharing)  #5. [Book Bingo](https://docs.google.com/document/d/144-fBkgqn1-ma8drF_FJFqTEvjaHilXQpMbvuzOayP8/edit?usp=sharing)  #6. [Science databases](https://drive.google.com/file/d/1wD93DENaAe8Kz2RlmnWaSh3FpyeFKTsL/view?usp=sharing) |
| **Insert Documents/Narratives:**  The HMS Library meets the expectations of a score of exemplary on indicator #1 because the program regularly delivers differentiated instruction, either directly provided by the librarian or in collaboration with the classroom teacher.  #1. 7th grade ELA class. The librarian curated a book list of Historical Fiction books for the teacher. Books were pulled and put on tables for students to do a Book Pass, reading the summary of the book and the first chapter. Students could choose the book that suited their interest and reading level for the unit. (choice, skill level)  #2. Beanstack was introduced to students in all ELA classes as a means to individually track their reading for the year. The librarian set up a Minutes Read challenge (any book they want to read), a Mark Twain reading challenge and a Truman reading challenge. Students track their reading and have earned digital badges. During library checkout days the librarian celebrates individual improvement by having students share out loud or in a private conversation their progress. (choice, skill level)    #3. The librarian and 6th grade teacher chose three books for literature circles that have characters who came to the United States from another country. The students chose the book they wanted to read after moving around the room to a display of the three books. The displays contained a book trailer, images of the home country of the main character and read a summary of the book. (Multiple intelligences). The teacher identified 10 students who would need extra support during their reading. The librarian showed those students how to download an audiobook from Sora of their book to listen to while they followed along in the book. (choice, skill level)  #4. The librarian collaborated with a 7th grade ELA class on their Argumentative Essay unit. The librarian showed the students how to access the database Opposing Viewpoints from the Mid-Continent Public Library. Students learned how to filter articles by Lexile & adjust the reading level on articles. The librarian also showed students the icon that would have the article read to them. (skill level, assistive technology)  #5. Book Bingo – The librarian helped a 6th grade ELA teacher & 7th grade ELA teacher create a Book Bingo card that would be used to encourage students to read different types of books throughout the school year. Each square contained a different variety of books so students could choose a book that fit the category & also choose which squares to fill in to get their Bingo. (choice, skill level)  #6. PEAK 6th grade science - The librarian curated science databases & showed students how to access articles & filter results by reading level. Students could choose which databases suited their research needs for their science fair projects. (choice, skill level) |

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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 |

* Minimum of 50 uninterrupted minutes per day; flexible schedule
* Minimum of 50 minutes per day; flexible schedule
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* 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 – Traditional**  ELA teachers bring their classes down every 2 weeks for a class checkout. The librarian provides Reader’s Advisory to help students find books, does book talks, book passes, and Book Tasting events.  Students learn about books through book displays in the library that change monthly, book lists in Destiny Discover, Mark Twain and Truman award nominees that are placed on special shelves to draw attention to them.  Students are allowed any time during the school day to check out books. The librarian and/or paraprofessional are available to suggest books & help students locate them on the shelves. Students also have the ability to put books on hold (interlibrary Loan) from other LPS libraries to be delivered to HMS.   * [Destiny Discover](https://search.follettsoftware.com/metasearch/ui/15111) * [Searching for books on Destiny Discover](https://www.youtube.com/watch?v=ECTRfe3CkI4) * [Mark Twain](https://drive.google.com/file/d/1RVtL4NLDaSQvesupshrYc5PPwFGpPuwz/view?usp=sharing) & [Truman](https://drive.google.com/file/d/1yZvrEDwg-aEl3VjZ9FpGi0zS_w_p7EbH/view?usp=sharing) lists * [Sora](https://drive.google.com/file/d/1JNiJMusKiCk_XE5QA4CN-Abpwbd-eHQh/view?usp=sharing) – audio, ebooks, magazines * Book talks – [Book talk response form](https://docs.google.com/document/d/1wLId162Xrzv5fMuzM7ZZSDRLig_XDDglz0aLoLe2m48/edit?usp=sharing) * [Book Tasting event](https://docs.google.com/document/d/16S42RUWs8CC3Vp9hYE0Hx7uQjjG5FoftXHBDnHGmQ6M/edit?usp=sharing) |
| **Literacy Example 2: Type of Literacy – Digital**  The librarian created screencast tutorials 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. Research screencast tutorials include how to access and use the LPS and MCPL databases, how to cite sources, and how to evaluate sources for reliability.   * [**Reading Tutorials**](https://drive.google.com/file/d/14LOc-i4Zb8JnebBBXaeEjftljEqGBVgv/view?usp=sharing) * [**Research Tutorials**](https://www.lps53.org/domain/2649) |
| **Literacy Example 3: Type of Literacy - Technology**   * Collaboration with a Math teacher’s STEM class. The librarian reserved Spheros, Osmos, & 3Doodlers items from the [LPS district robot collection](https://www.smore.com/7acs4) (Spheros, Osmos, & 3Doodlers) as well as items from the HMS Design Lab (Cricut & Little Bits circuits) The librarian instructed students how to use the technology. Groups were spread out around the library & makerspace areas to use it and teacher, librarian and instructional coach helped facilitate. |
| **Literacy Example 4: Type of Literacy - Emerging Technology**   * [Beanstack HMS Flyer](https://drive.google.com/file/d/17GusQmmS3YxLsgKgowQCy2ec_jYW4Sax/view?usp=sharing) * The librarian introduced Beanstack to students in all ELA classes as a means to track their reading throughout the school year.(Beanstack is a reading engagement platform that we use as a tool to build a culture of reading. It is constantly evolving to meet the needs of schools and the librarian can tailor it to the needs of each library to enhance reading culture and students’ personal engagement with reading.) Students were encouraged to join the [reading challenges](https://drive.google.com/file/d/1RqIN_g6StpsivZyAMERtrbJrLf4grf92/view?usp=sharing) for minutes read & for the Mark Twain & Truman award nominees. The students are motivated to read by earning badges for books they choose. Celebrations are ongoing when classes come to check out by sharing the books they’ve read & how many badges they’ve earned. |
| **Literacy Example 5: Type of Literacy - State of the Art Technology**   * [Class VR](https://drive.google.com/file/d/1IgXPBmS4l4hgUNHdGh_k2joUU3sCYnah/view?usp=sharing) (Virtual Reality headsets for individual students, class set) * [Class VR reservation link](https://drive.google.com/file/d/1SYSRNqA4UCraAxJvg6xTRcjcdqAZjk_0/view?usp=sharing) * The librarian reserved the Class VR set of VR goggles for a 6th grade social studies class. The librarian showed the teacher how to load content on the goggles through the Class VR portal & showed students how to safely use the goggles to view Ancient Egyptian artifacts & video experiences. |
| **Literacy Example 6: Type of Literacy – Information**   * The librarian assisted a 7th grade science teacher who wanted her students to research the Solar System and NASA websites. The librarian curated digital resources for this research unit in a [NASA Symbaloo](https://drive.google.com/file/d/1I7u-PXiWEDsZfOkG_Fw5t45aJa9n5nac/view?usp=sharing) and instructed students on how to access the digital resources from Mid-Continent Public Library. |

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| **Optional Narrative:**  The library media program at HMS meets the expectations for a score of exemplary on indicator #3 because the librarian engages students through various instructional means including traditional, digital, technology; including emerging and state of the art; and informational both in the classroom and as additional support to students and teachers. These include teaching lessons, creating screencasts, curating digital resources, and supporting students as they research. |

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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: 6th grade PE/Health – formative**  The librarian collaborated with a 6th grade PE/Health teacher to teach a lesson on accessing information. The librarian and teacher created a [slide show](https://docs.google.com/presentation/d/1YxFPGZvRbxwtXGna3MlxjM7mn6wF4-aPr7LKlNhJGns/edit?usp=sharing) covering information on credible sources and website evaluation. As students worked on evaluating two websites (slides 5/6 & 7/8), the librarian and teacher stopped by each table checking on how well students did answering the website evaluation questions verbally in their groups. This served as a formative assessment & information was used to determine the next day’s lesson & how much to reteach. |
| **Assessment Example 2: 6th grade PE/Health - summative**  The librarian curated some database articles & websites to put on a choice board (slide9). After reteaching on the next day based on the formative assessment the day before, students chose 3 different websites or database articles and completed a website evaluation for each (slides 10-12). This was their summative assessment. |
| **Assessment Example 3: 7th grade ELA – summative**  The librarian taught a lesson on how to research using the database [Opposing Viewpoints](https://drive.google.com/file/d/16GOQrknwTtaWH6-lBe_aMxzEt__EkZh4/view?usp=sharing). Students were researching information to support their claim before writing an argumentative essay. The librarian showed students how to cite their articles using [MyBib](https://drive.google.com/file/d/1J38fC2h5L3k_oh5hYCDGWgoOQXx7sQuM/view?usp=sharing). The works cited page was a summative assessment as it was turned in with the essay & graded. |
| **Assessment Example 4: 8th grade ELA & book choice – formative**  The ELA teacher wanted students to read a book about someone who had left a legacy. The librarian wanted to be sure students knew how to search Destiny Discover for a biography or memoir and learn where those books would be located in the library. She taught a lesson how to search Destiny Discover for their person and to pay attention to the call numbers to locate the book in the library. The students also learned how to put a book on hold if the needed to get one from another LPS library. The librarian and teacher used how well students were able to find a book as a formative assessment. Based on this feedback, it was determined we would do another lesson like this on another unit to check for improvement. |
| **Assessment Example 5: 8th grade ELA/SS Humanities class - formative**  The librarian was asked to show students how to research a topic for a reform unit using the Opposing Viewpoints database. Students chose 2 possible topics to research and fill out this [Source Gathering form](https://docs.google.com/document/d/1Z37ZyaljawYRdIWTa0uCUlP-170R8ticRgT_h6TJp_A/edit?usp=sharing). The librarian and teacher circulated around the room helping students and taking notes as to who seemed to have difficulty finding information and/or using the database. The librarian & teacher met at the end of the day to determine what reteaching needed to be done before the next day of research. This was a formative assessment. |

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| **Optional Narrative:**  The library media program at HMS meets the expectations for a score of exemplary on indicator #4 because the librarian regularly assesses the impact of instruction through documented, varied, high-quality formative and summative assessments. |

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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:**    **MO Learning Standard ELA - 8.RI.1.A**: Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  The librarian collaborated with an 8th grade ELA teacher to research a modern concern in today’s society that needs reform. The librarian showed students how to use the Opposing Viewpoints and Britannica databases to find articles and cited them using My Bib. Students used this [Research collection form](https://docs.google.com/document/d/1iltI0gXBUQTdA4Z1Ko3BWgUHxvNgC4SUwnkObGYS1iY/edit?usp=sharing) to collect their information and citations. |
| **Support Example 2:**  **MO Learning Standard American History 6-8.AH.1.PC.B:** Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.  The librarian collaborated with 8th grade history teacher, HMS instructional coach, and the LPS Arts Integration Coach to bring students in to the HMS Library Design Lab after receiving a grant to work with the Kansas City Young Artists group. With that groups’ guidance, students created a Symbolic Portrait of a Social Justice Advocate from history (Frederick Douglas, Susan B. Anthony, Martin Luther King, Jr., etc.) using materials from the Design Lab (makerspace). Posters were displayed in the library display case for all students & staff to see.  [Posters](https://drive.google.com/file/d/1Zclw2NJBaM6ZK2W-35OPoxPlzRRBW4T1/view?usp=sharing) from students who agreed to put theirs on display. |
| **Support Example 3:**  **MO Learning Standard Math 8 EEI.B** Understand the connections between proportional relationships, lines and linear equations.  The librarian collaborated with the Geometry 8 teacher to provide sewing machines and supplies in the library’s DIY and Design Labs for students as they created a hooded scarf, hood or skirt.  Students used what they had learned in class about circumference, radius diameter and measuring to design and create their product. The librarian provided support in using the sewing machines throughout the project.  [Student Examples in Progress Hooded Scarves](https://drive.google.com/file/d/1fvzz3OnHW8i1TGgOQ7fKF0UmmGHol_iV/view?usp=sharing) |
| **Support Example 4:**  **MO Learning Standard Health 6th HME.1.B**  **(Health Maintenance and Enhancement, Personal and Family Health, Preventative Care)**  Identify various health needs during adolescence (e.g., mental emotional, social, and physical, hygiene)  The librarian collaborated with a 6th grade PE/Health teacher to teach a lesson on accessing information. The librarian & teacher created a [slide show](https://docs.google.com/presentation/d/1YxFPGZvRbxwtXGna3MlxjM7mn6wF4-aPr7LKlNhJGns/edit?usp=sharing) covering information on credible sources & website evaluation. As students worked on evaluating two websites (slides 5/6 & 7/8), the librarian & teacher stopped by each table checking on how well students did answering the website evaluation questions verbally in their groups. The librarian curated database articles and websites to put on a choice board (slide9). Students chose 3 different websites or database articles and completed a website evaluation for each (slides 10-12). |
| **Support Example 5:**  **MO Learning Standard Theatre TH: Cr1A.8 b**. Imagine and explore solutions to design challenges of a performance space in a drama/theatre work.  The librarian collaborated with the 7th and 8th grade theater teacher to support students’ creation of props in the Design Lab of the library.   Students designed and created swords, capes, crowns, daggers, scepters, skirts and more to use in various performances in class.  The librarian and teacher planned in detail how to best support students’ needs throughout the project.   Often students circulated through the Design Lab in small groups and the librarian connected with them, provided instruction on the use of Design Lab materials and equipment and helped them work through any design issues they had.  Theatre Student Products  [Picture 1](https://drive.google.com/file/d/1hN9z9nSQRdTjCFfoKbXFTDJ9qIHdF_DW/view?usp=sharing)  [Picture 2](https://drive.google.com/file/d/1Ks-DWS45_oE8mqBrmXrBcPBRNQJnkBLT/view?usp=sharinghttps://drive.google.com/file/d/1Ks-DWS45_oE8mqBrmXrBcPBRNQJnkBLT/view?usp=sharing) |

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| **Optional Narrative:**  The HMS library meets the expectations for a score of exemplary on indicator #5 because it supports student mastery of the essential academic learning requirements and state standards in multiple subject areas and establishes collaborative partnerships within and outside of the school community. |

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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:**  [New Teacher Orientation](https://docs.google.com/document/d/18TeBNUY8izGkOpWytSN4vKPLrKa5hzPIlOPNuT_5S-A/edit?usp=sharing)  [Beanstack](https://drive.google.com/file/d/1RqIN_g6StpsivZyAMERtrbJrLf4grf92/view?usp=sharing)  [Sora audiobooks screencast](https://youtu.be/27VdrEj8JcM)  [Robots Reservation](https://www.smore.com/7acs4-robots-and-more)  [Learn 360 video database](https://drive.google.com/file/d/19yM-WoBpya-fc0mVfi2Xfry5kX3uBTua/view?usp=sharing) |
| **Insert Documents/Narratives:**  The HMS librarian meets the expectations for a score of exemplary on indicator #6 because she consistently provides professional development intentionally and in a variety of formats.  8/11/2021 - New teacher Orientation (in person)  The librarian met with the new teachers to HMS to give a tour of the library & share what the librarian is able to do to support teachers and students. The librarian also shows how teachers can reserve spaces in the library to use for whole class and small groups.  8/16/2021 – Teacher Pre-Service meeting (in person)  The librarian as well as the principal and instructional coach gave teachers a tour of the newly renovated library and how each new space could be used by all staff. An emphasis was placed on using the space for Project Based Learning showcases and using the Design Lab/DIY Lab (makerspaces) for project work.  8/20/21 – Beanstack introduction to ELA teachers (in person)  The librarian shared the Beanstack website and app to all ELA teachers as a way for their students to track their reading this year.  9/17/21 - Science department (in person)  The librarian showed the science teachers how to access the Learn360 database of video & audio for use with their curriculum.  10/13/21 – By Design 6 & 7th teachers (ELA, SS, Math, Science & PE/Health) (in person & a screencast)  The librarian showed these teachers how to use the Sora app on their iPad to borrow ebooks and audiobooks. Special emphasis was to let them know that students could get an audiobook to pair with a print book for those students who are lower-level readers. The screencast was emailed to teachers who couldn’t attend the PD session & for teachers to share with students as needed.  1/12/22 – 7th grade By Design teachers (ELA, SS, Science, Health/PE & Math) (in person)  The librarian showed teachers how to reserve “robots” from our central LPS office for use in their classrooms. As followup, when teachers reserve and use any of the district equipment such as Osmos, 3Doodlers, Spheros, etc. The librarian provides pd as needed.  3/1/22 – 6th grade Social Studies (in person)  The librarian and Instructional coach partnered to show teachers how to use the Class VR system, how to access the Class VR portal to download content to the VR goggles. |

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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:**  [GKCASL winter meeting](https://drive.google.com/file/d/1CPtGrFesGLQOH6QMoeWSrOMecfbIDxbK/view?usp=sharing)  [Full Day Library Retreat agenda](https://docs.google.com/document/d/1UCD0qwbpTzYJLzD5SbDNXqzt0Aherqjp5y4E_5bQNHA/edit?usp=sharing)  Monthly library meeting agendas – [September 2021](https://docs.google.com/document/d/1hsKZ5wwg9kE2kK4bapM_SRtlfR89U1mb3A9C4xOi1XE/edit?usp=sharing), [December 2021](https://docs.google.com/document/d/1hUTnTduS6iA3unRaFG-keMkatOSWaAmGwUJDlnZ4z-8/edit?usp=sharing), [February 2021](https://docs.google.com/document/d/1vf7P194kzuAK4ikSxLUyfKL1RzOv6qlobpjVm2KLoOg/edit?usp=sharing)  [Project Ready to Go](https://docs.google.com/document/d/1ro6AUXTymqXyHV3eJfbG2-3dJgc6uC-YRpp_whPlXBI/edit?usp=sharing) |
| **Insert Documents/Narratives:**  The librarian at HMS meets the expectations for a score of exemplary on indicator #7 because she attends multiple library-specific professional learning events per year.    Library Retreat, 8/13/21, Liberty Public Schools:  The librarian attends an all-day Library Retreat before school starts where Liberty’s K-12 librarians meet for professional development around collection development, policies and procedures, district initiatives, new technology, and committee goal development.    GKCASL Winter Meeting, 2/10/21, GCKASL:  The librarian attended the GKCASL Winter Meeting which included updates from the organization and a program about building partnerships with the public library.  Monthly Secondary Library Meetings, Ongoing, Liberty Public Schools:  The librarian attends monthly meetings with secondary librarians with professional development included around collection development, policies and procedures, pd sharing, collaboration around programming, instructional pd, etc.  Project READY ToGo, regular/ongoing, Liberty Public Schools/Project READY:  The librarian attends regular professional development sessions for Project READY ToGo which is a condensed version of Project READY:  Reimagining Equity and Access for Diverse Youth.  Virtual Learning Plan Period Session, February 15, Kara Vandas from Core Collaborative:  The librarian attended a plan period pd session about learning progressions that directly impacts library instruction and student learning in the library.  Facebook groups – Future Ready Librarian, Middle Level Librarian, regular/ongoing:  The librarian is a member of multiple facebook groups for school librarians.  MASL, April 10-12, : The librarian will attend the MASL virtual conference in April 10-12, 2022. |

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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:**   * [Administrative Statement - District](https://drive.google.com/file/d/1aUowWart3G0900jlVKOqPisOHxW6NPB4/view?usp=sharing) * [Interlibrary Relations Committee agendas 21-22](https://drive.google.com/file/d/1AHqLL5w2YAN56M439Fkity-a8k88qHtW/view?usp=sharing) * [Digital Resources/Technology Committee agendas 21-22](https://drive.google.com/file/d/1kGujgd60xQc0XvhfeN_ryfKsbgom7aMR/view?usp=sharing) * [Administrative Statement - Campus](https://drive.google.com/file/d/1mzGfNrWoTiblIlYH7qvJMVWD7g7rTDxz/view?usp=sharing) * [HMS Professional Development Committee agendas 2021-22](https://docs.google.com/document/d/1WYEDJ6Ri0c8stC18sqHcjicqF9LiwO1aUkVzDNTPmpM/edit?usp=sharing) |
| **Insert Documents/Narratives:**  The librarian at HMS meets the expectations for a score of exemplary on indicator #8 because she functions as an educational leader at the school and district levels. The librarian serves on multiple committees at the district level including the Interlibrary Relations Committee and the Digital Resources/Technology Committee. The librarian also serves on multiple committees at the building level including the HMS Library Renovation Committee and the Professional Development committee.    The presence of the HMS librarian on multiple district and campus committees allows her to function as an educational leader within the building and within the larger library department. |

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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:**  [Summer 2021 End of Year reports email](https://drive.google.com/file/d/1aevd5x27W6zxn6JG1N6C6VS8d5zJ30I0/view?usp=sharing)  [1st quarter meeting with Principal](https://drive.google.com/file/d/1A6O6vkB5RGHwF8GbXx_0KmdFn70kmwdK/view?usp=sharing)  [2nd quarter communication with Principal](https://drive.google.com/file/d/1A6O6vkB5RGHwF8GbXx_0KmdFn70kmwdK/view?usp=sharing)  [3rd quarter meeting with Principal](https://drive.google.com/file/d/1ye5lV_8gIAD6QA_ZK3Xsg-ooc524H1JY/view?usp=sharing) - [PDP](https://docs.google.com/presentation/d/1G_xWde8TRUhcBMBtAtVJ0Zp-TVEIC1ph3Ha0hzIONXg/edit?usp=sharing)  [Newsletter request email](https://drive.google.com/file/d/1CZ_G_nvvT5u6AKMXMORvXl9GZ6hgishW/view?usp=sharing)  [Volunteers after remodel email](https://drive.google.com/file/d/1ijHFvbfdLKqFgwZJqBVqYcYpjzHDUYm0/view?usp=sharing)  [Email to Library Director](https://drive.google.com/file/d/1jitUtQalxNvPwGiS3O12XD_LmkEBF4CO/view?usp=sharing) |
| **Insert Documents/Narratives:**  The HMS library meets the expectations for a score of exemplary on indicator #9 because there is regular communication and collaboration with building and district-level administration concerning library resources, planning, programming, access, and more.  Frequent communication occurs between librarian and the building principal and assistant principals about the library program.  Communication includes emails, in-person conversations and scheduled meetings. An example of an email communication is a request for the principal to put library information in the Parent Newsletter. Also an email informing the principal that community volunteers would be coming to help put books back on the shelves after the summer library renovation.  Summer 2021 communication with principal: The librarian shared End of Year reports from the 2020-21 school year in an email with Dr. Regan Allegri who would be the new principal at HMS for the 2021-22 school year.  1st quarter communication with principal: The librarian, principal & library director met August 10, 2021 to tour the newly renovated library to determine how spaces would be used during the school year.  2nd quarter communication with principal: The librarian & principal discussed the need to purchase a new 3D printer in the Design Lab & determined a foundation grant would be the best avenue to obtain the funds.  3rd quarter communication with principal: The librarian & principal met to do a PDP Mid-Year review and discuss how the PDP impacts the library program.    The librarian also communicates regularly with the library director at the district level via email, phone call and in-person meetings.  Communications revolve around leadership topics for the department as well as digital resources, instruction, programming, cataloging, collection development, selection of resources, and more. |

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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:**  PTA meeting 9/10/21  [Screenshot of Mission, vision & goals from LMC website](https://www.lps53.org/hmslmc)  [Library Media Parent information](https://www.lps53.org/Page/8930)  [HMS Library Website screenshot of pages](https://drive.google.com/file/d/1SSOD1IkNsX80U_TxWuUFZ3Unn1HInumb/view?usp=sharing)  [HMS LMC website](https://www.lps53.org/hmslmc)  [Library Instagram](https://drive.google.com/file/d/1zpasucZKln0-sFw2ULfFKLYF9QYQImSV/view?usp=sharing)  [Morning announcement request for students for Read Across America D.E.A.R. in LMC](https://drive.google.com/file/d/16BD7a5necrZEt5dwKmvt1YuiVO5_JVo1/view?usp=sharing)  [Student email example](https://drive.google.com/file/d/1AkiBVwlcLv8P9w5sPCoBGLX8-MoWh0wx/view?usp=sharing)  [Beginning of the year staff email](https://drive.google.com/file/d/1MSGTRUy6h4pYLltp6PFn4q0lx3lba-Jx/view?usp=sharing) |
| **Insert Documents/Narratives:**  The library program at Heritage Middle School meets the expectations for a score of exemplary on indicator #10 because it regularly communicates and establishes relationships with stakeholders in the community and beyond. The library website and Instagram account *heritagemslibrary* is a way to communicate with all stakeholders about what’s happening in the library.  The mission, vision, and goals of the library are posted on the library website and aligned to the district’s strategic plan and graduate profile.  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: The Heritage Middle School library strives to:   * Provide access to books and resources for all students. * Provide a safe, inclusive space for students to learn and collaborate. * Cultivate reading engagement for all students.   Students: The library staff of HMS communicates regularly with students.  The librarian frequently communicates with students through email, daily announcements, surveys, Instagram, and in-person.  Emails to all students might be about book club, DIY club and other programming.  Individual student communication by email and in-person concern student requests, overdues, following up about questions, etc.  The yearly student library survey gives students multiple ways to share how things are working for them in the library.  Students are encouraged to email the librarian or visit the library as needed.  Recently, a physical student suggestion box was added to give students the chance to share their suggestions in a safe way.  Parents and Community:  The HMS library communicates with parents and the community through the library website, the *hertiagemslibrary* Instagram, and HMS PTA meetings.  The website includes specific information for parents including the rights and responsibilities of a reader that is shared district-wide and guidance for connecting with someone if they have any concerns.  The PTA meets regularly in the library and in the beginning of the school year, the librarian and principal gave a tour of the newly renovated space to the PTA members and shared information about the library program as well as fielding questions.  The library communicates with parents by also making them part of maintaining the Design and DIY labs (makerspace) by connecting around volunteer and donation opportunities.  Within the community, the HMS library hosted a meeting of the Mid-Continent Public Library Withers and Woodneath branch staff to discuss programming including summer reading and to tour the newly renovated HMS library.  All Staff Including Teachers and Administrators: The librarian at HMS communicates with all staff including teachers and administrators in a variety of ways, consistently.  The relationships the librarian builds and fosters with colleagues in the building are very important to the functioning and success of the HMS library program.  Emails to teachers provide promotion of programming, ways the librarian can support instruction, and more.  Informal face-to-face conversations happen frequently and are great for sharing information that is most helpful to individual teachers and administrators. The library website serves as a constant location for updated information that supports teachers and all staff.  Additionally, the LMC Calendar and reservation form are a part of the “inside” staff site that includes pertinent information from multiple departments.  Professional Learning Network (PLN):  The librarian at HMS has a robust professional learning network that includes fellow teachers, librarians, professional organizations both state and regional, community organizations and professional social media connections.  Within the building, the librarian connects regularly with teachers through PLC time to collaborate on student learning and common goals.  LPS’ middle school librarians connect regularly and support common programming and professional learning goals.  As member of a K-12 library team with 19 certified librarians, the HMS librarian has a robust network of professionals who she regularly connects with around student-focused solutions.  The professional organizations GKCASL and MASL also serve as an integral part of the PLN for the HMS librarian.  Membership in these organizations provides a regular connection to multiple professional librarians to learn from and collaborate with.  HMS is also fortunate to have a strong connection with the Mid-Continent Public Library.  The Woodneath and Withers branch librarians serve as a PLN from within the community as we collaborate on summer reading, teen programming and resource promotion. |

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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:**  [HMS School Improvement Plan](https://drive.google.com/file/d/1_ygWRt36QipuHNIWfWs5Y7T11gEot80D/view?usp=sharing) (CSIP)  [LPS Strategic Plan](https://www.lps53.org/cms/lib/MO02207190/Centricity/Domain/1086/Strategic%20Plan%202021-2022.pdf) (CSIP)  [LPS Library Media Strategic Plan](https://docs.google.com/document/d/13msc36VTja9WHAV1sFaOVTz7wEFp3shyysIrQ2k04vs/edit?usp=sharing)  [LPS Graduate Profile](https://drive.google.com/file/d/1imdjRTFzoHeUHBlppgY73kwYidY6-Buo/view?usp=sharing)  [Library Grad Profile](https://drive.google.com/file/d/12ulmg0udlzgAkc_V8Fba-ThYWuPRlGYW/view?usp=sharing) |
| **Insert Documents/Narratives:**  The library program meets the expectations for a score of exemplary on indicator #11 because it participates in the implementation of the district’s school improvement plan in multiple ways.  Building Improvement Plan Alignment  The building improvement plan goals are to:   * Develop a sense of understanding of assessment capable learners * Create a sense of belonging   The HMS library aligns to the building goals in the following ways:   * Librarian attends visible learning professional development * Librarian participates in building Professional Learning Communities collaboration time with multiple departments to meet the needs of student learners * Library analyzes collection and adjusts acquisitions to ensure students can see themselves in the books available to them to create a sense of belonging. * Library ensures displays and programming are inclusive to create a sense of belonging.   District Strategic Plan Alignment  The district has multiple goals in the strategic plan.  There are several that the HMS library participates in the implementation of:   * Equitable access * Real World Learning * Culturally Responsive Practices * Belonging * Community Partnerships   The HMS library aligns to the district goals in the following ways:   * Adjust subject headings in the 690 field using additional terms identified at the district level to ensure students can find books more easily * Provide real world learning opportunities in the library such as career roundtables in various career strands (medical, education, service, etc.) * Adapt acquisitions and programming to be more culturally responsive and inclusive (multilingual collection, inclusive displays) * Participate in *Project Ready ToGo* which includes strategies for creating a sense of belonging. * Connect directly with community partners including Mid-Continent Public Library |

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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:**  [HMS Library Pictures](https://docs.google.com/presentation/d/1N4Tpnp-EwkpVy3QJxRbnEvQPhfZFxhVHAqeZ_dF5s54/edit?usp=sharing) |
| **Insert Documents/Narratives:**  The HMS library meets the expectations for a score of exemplary on indicator #12 because there is adequate physical space that is able to be used flexibly by large and small groups.  In the summer of 2021, the HMS library was renovated.  Already a very large library, the renovation included multiple upgrades to make the facility more flexible and functional.   * Tables, on casters, some that flip up and nest * Chairs, on casters * Soft seating, easily moveable * Mobile dry erase boards * Mobile power towers * Mobile shelving   Students and teachers have access to multiple areas of the library before, during and after school.  The spaces are all flexibly scheduled ensuring access as needed to all stakeholders. The library spaces include:   * Main library floor   + Seating for 60   + Tables on casters, flip up/nest   + Chairs on casters   + Mobile shelving   + Soft Seating for 15   + Display TV with AppleTV * DIY Lab   + Seating for 6   + Table on casters   + Variety of supplies for students to create * Design Lab   + Seating for 20   + Tables on casters   + Dry erase zone for iteration and collaboration   + Large display TV with AppleTV * Collaboration Room   + Seating for 8   + Display TV with AppleTV * Student Lounge   + Seating for 8   + Wall ledge with power   + Open space zoned for student interaction * A/V Studio   + Seating for 4   + Green screen   + Musical instruments   + Audio equipment * Conference Room   + Seating for 6   + Tables on casters, flip up/next   When students enter the library, the library paraprofessional greets them from the 360 degree circulation desk.  Their experiences on the **main library floor** include browsing for books, instruction (if their teacher has scheduled a lesson in the library), or relaxing in the many soft seating options.  A small mobile standing height desk functions as a home base for the librarian in the middle of where classes convene allowing for maximum support of student and teacher needs.  The **Design Lab** and **DIY Lab** function as a Makerspace where students can use the 3D printer, sew a pillow, plan a prototype, and so much more.  Floor to ceiling windows provide maximum visibility between the Design Lab and the circulation desk.  The door between the Design Lab and is a sliding barn door that opens horizontally with an opaque glass finish perfect for students to write their ideas on in dry erase marker.  In the **Collaboration Room**, that used to function as a library office, teachers can meet to collaborate with each other or the librarian.  The space also includes a staff printer, display TV with Apple TV, sink, storage, and the professional library.Large windows allow for visibility into the main library.  The **Student Lounge** used to be a conference room, but with the renovation was opened up to be an inviting space for students to gather.  The space includes a ledge and stools as well as proximal soft seating and a laminate floor to separate the space from the main library floor.  In the **A/V Studio**, students can record audio, create video with the green screen, or edit their a/v projects in small groups or individually.  Conference Room  The multiple and varied small and large spaces within the HMS library are functional, flexible and provide many opportunities for collaboration for large and small groups, as well as space for an individual student to work or read.  The main floor seating for 60 provides more than enough space for two HMS classes to meet. |

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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:**  [Book Club](https://drive.google.com/file/d/11PJj63QUJ07d6_2-yNuJHQExAGeMe-c7/view?usp=sharing)  [DIY Club](https://drive.google.com/file/d/1TL3yQbwwTI5DEfOF-vzjhhXe3raDooRb/view?usp=sharing)  [**Career Roundtables**](https://drive.google.com/file/d/14jepOav1iijXnHl0Hx2H4uQJIRUtIgAp/view?usp=sharing)  [Beanstack Challenge](https://drive.google.com/file/d/1RqIN_g6StpsivZyAMERtrbJrLf4grf92/view?usp=sharing)  [Mark Twain](https://drive.google.com/file/d/1RqIN_g6StpsivZyAMERtrbJrLf4grf92/view?usp=sharing)/[Truman Award](https://drive.google.com/file/d/1x_eOq1I9VZzSK80ptDyMY5ww6gTkaLCz/view?usp=sharing)  [Summer Reading Program](https://drive.google.com/file/d/1seYb9DrrKsomOqTKhyJZ399TkSrYr2MH/view?usp=sharing)  [Read Across America Week Activities](https://drive.google.com/file/d/1p0ahvkrDtyzJvBsOcHbHTFAfU92SAiDf/view?usp=sharing) |
| **Insert Documents/Narratives:**  The Heritage Middle School Library meets the expectations for a score of exemplary on indicator #13 because of the many cross-curricular programs held throughout the school year.  The programs are available to students before, during and after school.  Students learn about the programs when they are in the library and also through the library website.  Some of the activities include community participation.    Book Club-The HMS Bookclub meets on Tuesdays in October, December, and February, and April  Any students are welcome.  This year book club students have chosen to read and discuss the books Out of My Mind and Other Words For Home.    DIY Club-The HMS DIY Club meets on Tuesdays after school on September, November, January and March.  So far this year in DIY club students have made paperbag scrapbooks and a choose your own make it/take it project.  Next up will be laser engraving.    [Career Roundtables](https://drive.google.com/file/d/14jepOav1iijXnHl0Hx2H4uQJIRUtIgAp/view?usp=sharing)- The HMS library has provided career roundtables multiple times this year for students.  So far the topics have been medical careers, service, and education.    Beanstack Challenge- The HMS librarian created a reading challenge in Beanstack to highlight the new reading engagement program and to encourage students to read more.  Students earned a badge for each 100 minutes of reading and could spin a prize wheel once for each badge. Prizes included liveschool points, bookmark, sticker, drink, and funsize candy.  Students shared what they read with library staff before spinning.    Mark Twain/Truman Award-The HMS library once again promoted and participated in the Mark Twain and Truman Readers Award program.  The librarian presented the award books to students in the fall, created a Beanstack challenge around the book lists, and promoted the program throughout the year.   Students who read four or more of each list can vote and will participate in a pizza party.    Summer Reading Program-The HMS library creates and promotes a summer reading program yearly for students that includes summer checkout of books, promotion of Mid-Continent Public Library’s summer reading program and a celebration event when school starts.   In the summer of 2021, 32 HMS students participated in the summer reading program and celebration.    Read Across America programming at HMS on March 1, 2021 included pajama day, D.E.A.R. during advisory and enjoy a tootsie pop.  At least 50 students participated in this event. |

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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:**  [HMS Library Website](https://www.lps53.org/hmslmc)  [HMS Library Website-Research](https://www.lps53.org/domain/2648)  [Remote Access Handout](https://docs.google.com/document/d/1ZOSa4SFAHIL1sPTYhdrXNx-ZDzPYa2-ceBNfjIRcmg4/edit?usp=sharing) (passwords blacked out)  [Robot Reservation Info](https://www.smore.com/7acs4)  [Destiny Discover Catalog](https://search.follettsoftware.com/metasearch/ui/15111)  [SORA Screenshot](https://drive.google.com/file/d/1JNiJMusKiCk_XE5QA4CN-Abpwbd-eHQh/view?usp=sharing)  [Beanstack](https://drive.google.com/file/d/1RqIN_g6StpsivZyAMERtrbJrLf4grf92/view?usp=sharing) |
| **Insert Documents/Narratives:**  The HMS library meets the expectations for a score of exemplary on indicator #14 because the program provides a variety of current technologies in the library, including means of remotely accessing library resources at any time.  **Digital Resources available on the HMS Library Website:**  Students have 24/7 access to all databases provided by Liberty Public Schools.  The databases can be accessed at school or home. Username and passwords are provided for at home use.  ([Remote Access Handout](https://docs.google.com/document/d/1ZOSa4SFAHIL1sPTYhdrXNx-ZDzPYa2-ceBNfjIRcmg4/edit?usp=sharing))  o  [Britannica Imagequest](https://quest.eb.com/) – LPS subscription  o  [Britannica Library](https://school.eb.com/levels) – LPS subscription  o  [Learn 360](https://learn360.infobase.com/nd_Home.aspx) – LPS subscription  o  [Ebscohost Databases](https://search.ebscohost.com/) – Provided by MoreNet  o  [Learning Express Library](https://www.learningexpresshub.com/ProductEngine/LELIndex.html#/learningexpresslibrary/libraryhome)  o   Ancestry – Provided by a grant from ancestry.com -- accessible on the LPS network  o   Fold3 – Provided by a grant from ancestry.com -- accessible on the LPS network  o   Newspapers – Provided by a grant from ancestry.com -- accessible on the LPS network  o  [Link to Midcontinent Public Library databases](https://www.mymcpl.org/research-and-learning) – accessible for all staff and students with LPS username  o  [The Star](https://www.kansascity.com/), [USA Today](https://www.usatoday.com/), [Courier-Tribune](https://www.mycouriertribune.com/) - websites    **Digital tools online:**  [Destiny Discover Catalog](https://search.follettsoftware.com/metasearch/ui/15111)  Apps on the iPad – frequently used  o   Canvas Student  o   Google Drive  o   [SORA](https://drive.google.com/file/d/1JNiJMusKiCk_XE5QA4CN-Abpwbd-eHQh/view?usp=sharing) – eBooks, audiobooks and magazines  o   Quizlet – flashcards and games  o   iMovie – create videos  o   Quicktime – screencasts, audio recordings  o   Zoom – virtual meetings  Multiple screencasts created by the librarian on the website for technology support for both teachers and students.    **Technology available in the Heritage Middle School LMC:**   * Charging stations are available in the LMC for all students to use * Headphones – as needed * Microphones for checkout as needed * Z-Space (Augmented reality & Virtual reality learning experiences) is available for teachers to use either in the LMC or in their classrooms. Used by science, Health and social studies * 3D Printer – student use for projects * Cricut machine – Used to create water bottle stickers, signage, etc. * Little Bits     **District Technology:**  Access to robots through the District Media Library and available for checkout.  Robots that have been used at HMS this year:   * Class VR Goggles - social studies * Sphero Bolt Robots * Breakout boxes * Osmos * 3Doodlers |

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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:**  [Oct. 25-29](https://drive.google.com/file/d/1HmKpQ4FF_y8ZeAyUEc1xG2CDB1360n_Q/view?usp=sharing)  [Nov. 1-5](https://drive.google.com/file/d/1lUhSkiGJVuK-Y_IkMP-RxDBZGSacUYGi/view?usp=sharing)  [Nov. 8-12](https://drive.google.com/file/d/1YIeaimhW8fvD-EknqtvbOI1Ky1xWqYf1/view?usp=sharing)  [Nov. 15-19](https://drive.google.com/file/d/1ZRklNcS23SIlqaUzye9-1EtKWZTLlu6X/view?usp=sharing)  [HMS library reservation form](https://drive.google.com/file/d/1RIB80E5VgnB4BIjHDn6L1uyBzsEPN-t4/view?usp=sharing) |
| **Insert Documents/Narratives:**  The HMS library meets the expectations for a score of exemplary on indicator #15 because the program and facility maintain a flexible schedule at the discretion of the professional librarian. Staff and administrators can view and access the library schedule through the HMS staff intranet portal. Teachers may request to reserve time in any and all of the rooms of the library for small groups or full classes. When teachers schedule time in the library, the librarian may act as a co-teacher with full classes or a resource for students in small groups. Teachers may also opt to schedule the librarian to teach lessons in their classroom rather than in the library. If this is the case, the library paraprofessional is always present in the library for class checkouts, supervise small groups & individual students who come to work, check out books, print, and get tech help for their iPads. |

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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:**  [Staff survey 2022](https://drive.google.com/file/d/1ajiyP62t4XMcG2SOFDWJdBJkq0r0N_VL/view?usp=sharing)  [Student survey 2022](https://drive.google.com/file/d/1Lx-0ADFETmdMJyjvGphFiZM8yRFkVqU1/view?usp=sharing)  [HMS Collection Improvement Plan](https://docs.google.com/document/d/1kEOAvVcC3C-RJgBZdbu5jfDic86zFhhwwdQB0JO_vGg/edit?usp=sharing)  [Beth Marley NEE Evaluation Summative](https://drive.google.com/file/d/1XE70M0ub6pk51LEhGilhe01UFZpb9C63/view?usp=sharing)  [HMS Survey Action Plan](https://docs.google.com/document/d/1bDPc11YlNK6YmY_El6KDZcX-mbAA3fidK-hja2r5coE/edit?usp=sharing)  [Panorama Screenshot](https://drive.google.com/file/d/1A8vjz2NCAxQuAL-PbFB81xUUFKNI4Ho-/view?usp=sharing) |
| **Insert Documents/Narratives:**  The HMS librarian meets the expectations for a score of exemplary on indicator #16 because she regularly evaluates the library program gathering data from all stakeholders.  Librarian:  Monthly reports, Collection Improvement Plan, Survey Action Plan, End of Year Reports  Principal:  LMC Staff Survey, Professional Development Plan, NEE  Teachers and staff:  LMC Staff Survey, suggestions  Parents:  Panorama survey, PTA meetings  Students:  LMC Student Survey, suggestion box  Monthly reports are used to track library usage, instruction, collaboration, curation of resources, and class checkouts.  The information is used to identify trends and compare to other middle level libraries as a collaboration tool.  The evaluative information informs instructional goals, programming, staffing requests, etc.  The yearly collection improvement plan is developed using trend data of specific parts of the collection and includes goals that align specifically to the HMS library collection.  The evaluative information gathered drives selection decisions for the HMS library collection  The HMS library survey action plan is developed using evaluative information from student and staff surveys.  The plan includes a recognition of strengths from the surveys as well as at least three goals with actions.  The HMS library submits end of year reports every May that include collection levels, average age, digital collection data, 5-year longitudinal collection and circulation data, diversity and sel analysis, instructional reflection, lost, and weeded.  The information is shared with the principal yearly and is used to inform program goals.  The HMS library conducts LMC Staff and Student Surveys yearly.  Surveys include questions about perceptions of the library and its services, needs, usage, reading preferences, facility, schedule, and more.  Survey information is gathered from students and  from all staff including teachers, principals, counselors, and support staff.  The evaluative information gathered from staff and students is used to create a survey action plan that includes strengths, concerns and action steps.  A Professional Development Plan (PDP) aligned to building goal is submitted yearly from the librarian to the principal.  Conversations between the librarian and principal drive the specific actions and goals identified on the plan and the followup to how well the plan was implemented provides evaluative information to the librarian regarding professional improvement and the library program overall.  This year’s plan includes goals around visible learning and diversity, equity, and inclusion.  1.  Create a sense of belonging.  2.  Develop an understanding of assessment capable learners.  The librarian acquires evaluative information through the NEE summative evaluation process with the principal.  The NEE summative library media specialist organizer includes 11 elements specific to the professional responsibilities of the library media specialist and includes collaboration, promoting reading, providing instruction that addresses multiple literacies, inquiry, inclusion,  program evaluation, collection management, access to information, staff, budget, outreach and advocacy and leadership.  The librarian and principal work together to choose three areas of focus and the principal evaluates those areas and other areas as needed.  The librarian uses the evaluative information gathered from this process to improve professional practice and improve the library program as a whole.  Liberty Public Schools and Heritage Middle School has used the Panorama Family-School Survey to gather feedback while effectively engaging parents and guardians. Developing parents’ capacity to contribute to their children’s learning is an important factor in promoting positive student outcomes. The survey is designed as a series of scales, groups of questions, that capture different aspects of the same underlying theme. The Family-School Survey provides educators flexibility in measuring an array of aspects of educational community attitudes.   The survey information is used at HMS in communication from administrators to staff as well as in PLC meetings with the librarian and teachers to inform instruction and support of students. |

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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:**  [LPS Library Media 5-Year Budget Plan 21-22](https://docs.google.com/document/d/17bgLi8XVrCQ5E3yyIxlWSIYmnqmZyxj1TRtNUfeSpY8/edit?usp=sharing) |
| **Insert Documents/Narratives:**  The Heritage Middle School library meets the expectations for a score of exemplary on Indicator #17. 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.  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.  As reflected in the 5-year budget plan linked above, the HMS library media budget totals $9,750 in the 2021-22 school year.  Books – $7,600  Resources - $800  Periodicals - $800  Supplies - $550  FY22 Total Library Program Budget:  $363,081  Overall Per Pupil Expenditure:  $25.22\*  \*Does not include pd or travel. |

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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:**  [Screenshot of Titlewise Analysis](https://drive.google.com/file/d/1esxu17S0cwJqdYtmRQNGJKCRGhbtrqnC/view?usp=sharing) (HMS)  [Screenshot of Middle School Explora Full-Text eBooks](https://drive.google.com/file/d/1uruSoA5OwTabE74V1AXxft-EoNPNmUiw/view?usp=sharing)  [Screenshot of Middle School Explora Full-Text All Source Types](https://drive.google.com/file/d/1ce2sD18pXJdzP7uGv8aO6Ah6gsgnniuq/view?usp=sharing)  [Screenshot of Biography in Context](https://drive.google.com/file/d/1j032ehhj2wPi19-NgdasLlxiq__wm3zH/view?usp=sharing)  [Screenshot of Science in Context](https://drive.google.com/file/d/1-W0c5NgnyQE7z8XkSUNkDdV4m5s_uSS8/view?usp=sharing)  [LPS Library Media Book Selection Process](https://drive.google.com/file/d/1Vy-W1OBI9ay1GXW6qh0IO-H61SEQPY14/view?usp=sharing)  [Middle School Links to Digital Resources](https://drive.google.com/file/d/1yAcdJJ4DCMjG9vzycbXlMkYW4NsQ2El3/view?usp=sharing)  [Screenshot Titlewise Analysis-Diversity section](https://drive.google.com/file/d/1kFtAEP7tBxOnoyg2Vx985Qa_gh_T2NGk/view?usp=sharing) (HMS) |
| **Insert Documents/Narratives:**  The Heritage Middle School library maintains a current, relevant and diverse collection and print and/or digital resources that is responsive to the needs of the community and is tied to curriculum.  The collection meets the expectations EXEMPLARY as shown with the following evidence:     * Maintains current collection as follows:   + Nonfiction     - Digital nonfiction       * Explora Middle School, 11,336 full-text ebooks within the most recent 12 years       * Opposing Viewpoints, 8,453 full-text viewpoints within the most recent 12 years       * Biography in Context, 20,561 full-text biographies within the most recent 12 years and within the middle school lexile range of 851-1100       * Science in Context, 32,382 full-text reference, academic journals, and magazines within the most recent 12 years and within the middle school lexile range of 851-1100       * Additional full-text nonfiction available within the most recent 12 years from Britannica School, Learn360, Cameron’s Collection, Consumer Health Complete, HeritageQuest, Middle Search, National Geographic for Kids, SORA magazines, Teen Health and Wellness, US History (Gale in Context), and World Book Online.     - Print nonfiction       * 2442 print nonfiction, 31% within the most recent 12 years and 45% within the most recent 15 years     - Summary of Digital and Print Nonfiction       * Students’ primary method of accessing nonfiction information is through the digital collection.  Students seeking information for coursework, research, and personal interests find that searching the digital collection that includes multiple databases, ebooks, etc. is the most efficient way to find and use the most up to date information.  The nonfiction print collection is also maintained to provide informational content.  A conservative analysis of the print and digital nonfiction collection at HMS shows that 765 print resources and 11,336 full-text ebooks (from Middle Explora) are within the most recent 12 years for a total of at least 12,101 within the most recent 12 years.  That total does not include the multiple other digital nonfiction resources listed above.   + Fiction     - Digital fiction       * 539 SORA fiction ebooks, specifically for middle school students, with an average age of 2013 which is less than 15 years old         + Additional fiction ebooks are available to middle school students that are also available to elementary students such as the Mark Twain award books     - Print fiction       * The average age of the print fiction collection is 2008 which 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.   + The LPS Library Media Book Selection Process included in the evidence for this indicator outlines how curriculum, stakeholder needs, collection analysis, and award book lists work together to inform the overall collection.   + The HMS collection is also diverse and becoming more so each year.  After a diversity audit in the 2020-2021 school year, a concerted effort was made to increase the number of titles within diverse categories such as race, ethnicity, identity, diverse family structure, social issues, socioeconomic diversity, physical differences, differently abled, and neurodiverse/mental health.  The most recent Titlewise analysis shows that the HMS collection has 4,347 diverse titles. * Supplemental resources extend beyond the school community to connect with the global community.   + Besides the multiple resources available to students in print and digital formats through Liberty school district, HMS students also have access to the full suite of resources from Mid-Continent Public Library through our partnership which provides every student with a digital card using their LPS login credentials.  Many of these resources are available in other languages and include connections to other cultures and experiences from the global community.   + HMS Library also houses the district’s multilingual collection that currently consists of 201 books in various languages that circulate to HMS students and to students throughout Liberty Public Schools.  Current languages included in the collection are Chinese, French, Panjabi, Arabic, Vietnamese, German, Spanish, Ukrainian, Urdu, and Swahili.   + Additional supplemental resources in the HMS collection include CoSpaces (a 360 creation environment), Noodletools, Britannica ImageQuest, and more.  All of these resources provide a broader context for the world students are living in by providing a collaborative environment, exposure to things never seen and a method for using the intellectual property of others in a responsible way. |

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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:**  [**Fines/Damaged Materials**](https://drive.google.com/file/d/1jAxwFAn1pCHv8j1AmIsDnvl4YpzJcR_8/view?usp=sharing)  **Challenged Materials**  o  [Public Question, Comments or Concerns Regarding District Instructional/Media/Library Materials](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=UrBUOxIEEnu65pl8ezH3oQ==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=1QSfUuz8WRJ5slsh0xnyVwukQ==&PG=6&IRP=0)  o  [Public Questions, Comments or Concerns Regarding District Instructional/Media/Library Materials--Answering Questions/Concerns](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=sSPWJLCYWLzHnhWUzslshvVfw==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=1QSfUuz8WRJ5slsh0xnyVwukQ==&PG=6&IRP=0)  o  [Guidelines for Handling Possible Requests for Reconsideration](https://drive.google.com/file/d/1h4E5_k5HWhoG7GJje7_TsJ0Tg316GvwF/view?usp=sharing)  **Collection Development**  o  [Instructional Media Centers/School Libraries](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=JdrkDeyqSW2he9YX5ujlgA==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=qo79RxbUbdO3GjATNVIJ7Q==&PG=6&IRP=0)  o  [Instructional Media Centers/School Libraries--Selection and Reconsideration of Materials, Instructional Materials](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=d3Z4NEiP3Cl3hOGd42vVcQ==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=qo79RxbUbdO3GjATNVIJ7Q==&PG=6&IRP=0)  o  [Instructional Materials](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=7Q564HxHpxplusmlGRxRvfkCg==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=qo79RxbUbdO3GjATNVIJ7Q==&PG=6&IRP=0)  o  [Acquisition Guidelines](https://docs.google.com/document/d/1z7HZv1zC_-lMDcqJlmljkD9P0icDk7s39kLgUuomkLs/edit?usp=sharing)  o  [Cataloging and Classification Standards](https://docs.google.com/document/d/1FaK50iGtPh3idyCj0yNe13Oo4Tg_C52yBg_-DURAnJE/edit?usp=sharing)  o  [Cataloging Protocol](https://docs.google.com/document/d/19P8YTJ14Kwlu8dSNcfBymnN3P1CUvLwQFQWbzg9F9E0/edit?usp=sharing)  o  [Cataloging Specifications](https://docs.google.com/document/d/1VffqRZw5E0T_Xs5CGp9BklF6hIdHKxvM3k98wgZ7VDs/edit?usp=sharing)  o  [Genre Marking](https://docs.google.com/document/d/1y71N7HXcuE-splkG87seRw-yAmFK0dIAhyvmpvWe_5Q/edit?usp=sharing)  [**Volunteers**](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=bzEuAISsXJpplus64ufBgCqslshA==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=qo79RxbUbdO3GjATNVIJ7Q==&PG=6&IRP=0)  [**Donations**](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=WOXipySslshHqRWl5Wplus1jTvhQ==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=1QSfUuz8WRJ5slsh0xnyVwukQ==&PG=6&IRP=0)  **Borrowing**  o  [Borrowing/Lending](https://drive.google.com/file/d/14hX5cOPQpQTDrPqqX1nd9k2VvfJyd6rO/view?usp=sharing)  o  [Holds and Interlibrary Loan Procedures](https://docs.google.com/document/d/1__gBkB_VsmqZLy8GVeDH3GuJXV8rQIROZ5bis3vYUpY/edit?usp=sharing)  o  [External User Borrower's Agreement](https://docs.google.com/document/d/1uF84mUtT2H_UpNXpMgVdQw4q5htPcBNbU0lO7BvdOgE/edit?usp=sharing)  o  [Interlibrary Loan Permission](https://docs.google.com/document/d/1Fa67_skg3oFkIGTmWzT_efZ7JMWaIBtHs3wQepS9EpE/edit?usp=sharing)  [**Inventory**](https://drive.google.com/file/d/1MbBje3V03lUSfX6GImzVeVtvwbpi8LrG/view?usp=sharing)  **Acceptable Use**  o  [Technology Usage, Technology Safety, Access to Blocked or Filtered Content](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=3Pzr1F9QwE2CLLWqENrxhQ==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=muNUlKiR2jsXcslsh28JpBkiw==&PG=6&IRP=0)  o  [Technology Usage-Technology Safety](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=5JOKRHplusgb9CyuNcl24mslshjg==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=muNUlKiR2jsXcslsh28JpBkiw==&PG=6&IRP=0)  o  [Technology Usage-Access to Blocked or Filtered Content](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=6XcTNvnqEj99TtTZvjcgIg==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=muNUlKiR2jsXcslsh28JpBkiw==&PG=6&IRP=0)  [**Confidentiality**](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=JdrkDeyqSW2he9YX5ujlgA==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=qo79RxbUbdO3GjATNVIJ7Q==&PG=6&IRP=0)  [**Intellectual Freedom**](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=JdrkDeyqSW2he9YX5ujlgA==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=qo79RxbUbdO3GjATNVIJ7Q==&PG=6&IRP=0)  **Weeding**  o   [Instructional Media Centers/School Libraries--Procedure for Disposal of Obsolete Materials](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=GygpjNkgZpluskdMlplus9slshPn9Bg==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=qo79RxbUbdO3GjATNVIJ7Q==&PG=6&IRP=0)  o  [Weeding Guidelines](https://drive.google.com/file/d/1fqsvXayj3zwAuC0sH-TRDMtEnryiPIpC/view?usp=sharing)  o  [Withdrawal of Resources](https://drive.google.com/file/d/1H1HpFFJOaNCpZRYdZN2Y_w9vvBcAMJoa/view?usp=sharing) |
| **Insert Documents/Narratives:**  The Heritage Middle School library meets the expectations for a score of exemplary on indicator #19 because it maintains all required policies and all policies are updated within the last 5 years. |

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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:**  [Written verification](https://drive.google.com/file/d/1TpB7FLsLGxppjfI79EB9SjAB9ysOqcid/view?usp=sharing) |
| **Insert Documents/Narratives:**  Students at Heritage 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 Heritage Middle School library serves all students and staff of the school and is the only library on the HMS campus.  The library is staffed by a 1.0 full-time librarian assigned full time to the Heritage Middle School library. The student population of Heritage Middle School is 819. |

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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:**  [Written verification](https://drive.google.com/file/d/1hMmIDgdThoZhxsnPv0jVZsxJtscapveI/view?usp=sharing) |
| **Insert Documents/Narratives:**  The Heritage Middle School library meets the expectations for a score of exemplary on indicator #21.  Students at HMS 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 a 1.0 full-time library paraprofessional assigned full time to the Heritage Middle School library. The library paraprofessional has no duties outside the library. While the paraprofessional is at lunch, the librarian ensures the library is continuously open and accessible to students. |

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| Appendix |

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