

Who's in Charge? I Thought It Was Me! What Is an Authority File?

Cathy Minson

The Authority File

The Authority File is a file or binder containing all of the information you *wished* you had when you started your job. It also contains all of the information you wished you could *remember* when you start a new year.

I use dividers to separate sections of the book; and when I am finished, I make a table of contents to go in the front.

Below is an outline of items you may want to include: (toss in what will help you)

1. Opening and closing
 - A good place to begin is with a start-the-year-checklist. I also put my closing instructions checklist here. This will be somewhat different for everyone.
2. People Information
 - Faculty roster
 - Master Schedule
 - Lunch assignments
 - Patron Maintenance proof sheets (templates)
3. Library Software Program Information
 - List of Passwords
 - Cataloging
 - Marc proof sheets of how you are going to catalog equipment, odd items
 - Purchasing/ordering
 - Barcode assignment sheet
 - Each vendor's spec sheet.
4. Hardware
 - IP addresses for all computers and printers.
 - Copy of printer test pages.
 - Asset #s for computers and other equipment
 - Fixed asset inventory pages
5. Computer instruction pages
 - How-to's distributed by tech people
 - Download photos
 - Use antivirus program
 - Backup instructions
6. Purchasing Instructions
 - Timelines, memos
7. Inventory plans and instructions
 - Most recent inventory
 - Supply order lists/inventory
8. Periodical list, vendor information.
9. Weeding procedures and specifications (what to do with weeded materials)
10. Forms
 - Master copy of forms you use most often
11. Reports

Period: _____

COMPUTER ASSIGNMENT SHEET

Computer #	Student Name
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SUBJECT: Library Media Selection and Review

I. Board Policy

The Policy of the Board of Education is to assure every student access to a library media center that offers a variety of materials to support classroom instruction, provides opportunities for research, and meets differing educational and recreational needs and interests. Students shall be encouraged to use library media materials to expand their knowledge, understanding, appreciation, and enjoyment of the world in which they live.

The First Amendment of the United States Constitution guides the Jordan School District library media centers in both selection of materials and review of challenged materials. The *First Amendment* states: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech or of the press..."

The Board delegates responsibility for developing guidelines for administering this policy to the District Administration.

II. Administration Policy

The Library Media Selection and Review policy shall be administered according to the following guidelines:

Guidelines

- A. Selection of library media materials shall be based on a combination of five or more of the following criteria:
 - 1. Educational significance
 - 2. Contribution to the curriculum
 - 3. Validity, currency and appropriateness
 - 4. Accuracy, timeliness and permanence
 - 5. Favorable reviews found in standard selection sources
 - 6. Potential appeal and interest
 - 7. Artistic quality and literary style
 - 8. Reputation and significance of author, producer, publisher
 - 9. Value commensurate with cost and/or need
 - 10. Uniqueness, diversity and /or heritage of the state, region or group
 - 11. Support of second language learners
 - 12. Support of special needs students
 - 13. Favorable recommendations from professional personnel
- B. The professional library media specialist assigned to the school and the school principal, working in cooperation with staff members, shall be

responsible for the selection of materials for school library media centers.
Note: A library media specialist holds either a masters degree or an endorsement in library media science and is qualified to make selections in a responsible and professional manner.

- C. The Director of Instructional Support Services, working in cooperation with library media specialists, teachers and staff, shall be responsible for the selection of materials for the District Instructional Media Center.
- D. Although it is not possible for a library media specialist to read all library media center collection items, including but not limited to books, reference sources, magazines and other media materials, the specialist might read many of the items; and others may be read by teachers, administrators or staff members in the school. Most items are evaluated based on credible reviews from professional publications, professional recommendations, award recipients and other professional sources.
- E. Library media specialists, with possible assistance from teachers, administrators and/or authorized staff members, shall review all purchased and donated materials prior to placement in the school library media centers or the District Instructional Media Center according to the criteria listed in Item II-A and the parameters explained in II-D. If an item does not meet a combination of the criteria, it will not be added to the collection.
- F. Library materials are available on a self-selection basis. The library media specialist, library media assistants, teachers or staff members may assist in locating needed library media materials.
 - 1. Reading lists are available from many sources, including, but not limited to, professional journals, student book clubs, reading associations, teachers, library media specialists, commercial companies and other sources. These lists are not approved by the library media specialist, school administration or district personnel.
 - 2. Approval of selection lists used as part of a curriculum activity/assignment is addressed in PolicyAA424: *Literature Selection and Review*.
 - 3. Shared responsibility for the reading, listening and viewing of library media materials and accessing internet resources by children rests with their parents/guardians, the library media specialist and school staff members. The parents/guardians are invited to consult with the library media specialist to find materials they feel are appropriate for their children.
- G. School Level – Reconsideration of Challenged Library Media Materials
 - 1. Each school shall organize a Library Media Review Committee for the purpose of reviewing library media materials whose appropriateness is challenged.
 - a. Elementary committee membership shall include the school principal, who will chair the committee, the assigned library media specialist and the two teachers and

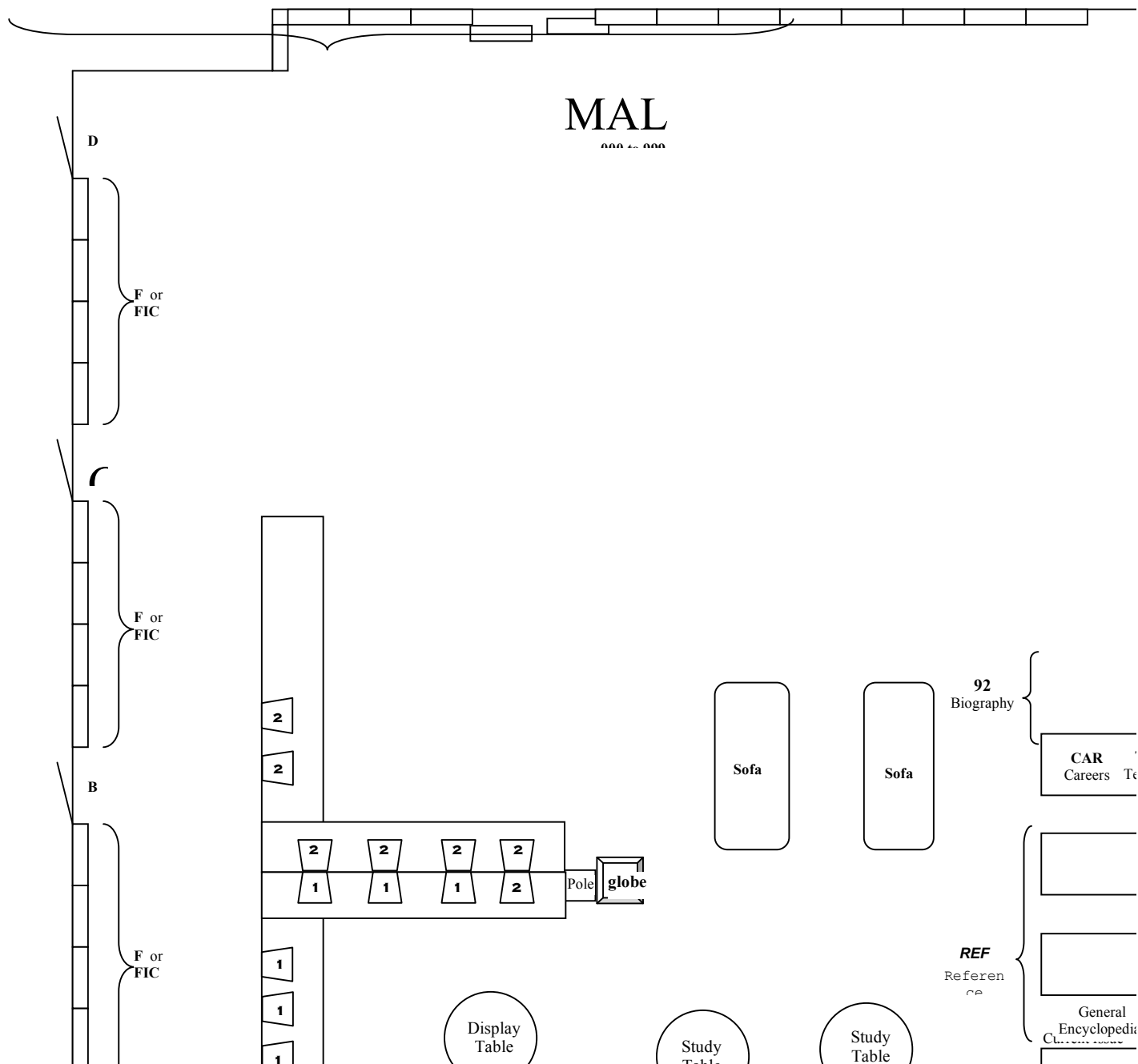
committee, and the following individuals from the level corresponding with the challenge but not from the school submitting the challenge: a school administrator, a library media specialist, two teachers and three parents/guardians serving on the District Literature Selection and Review Committee (see Policy AA424).

2. Material may be referred to the District Library Media Review Committee in writing through the Director of Instructional Support Services as follows:
 - a. The local school Library Media Review Committee shall submit challenged material with a recommendation to restrict access to the material in the school media center, including the specific restriction requested and supporting reasons for the restriction. The school must submit a copy of the original *Request for Reconsideration of Library Media Materials* form, a copy of the principal's letter to the challenger, any additional information used in the school committee's decision and the challenged material to be reviewed.
 - b. If a challenger is not satisfied with a Local Library Media Review Committee decision, the challenger may appeal the decision to the District Library Media Review Committee. The challenger must submit a written request for review, a copy of the original *Request for Reconsideration of Library Media Materials* form and a copy of the principal's letter to the challenger. The school must submit the challenged material to be reviewed.
3. The director, as chair of the district committee, shall call a committee meeting to review the appeal from the local school level. Each committee member shall receive a copy of the challenge and the challenged material prior to the meeting. Committee members shall read the challenged material prior to the committee meeting.
4. The district committee as a whole shall discuss the challenged material based on the selection guidelines listed in item II-A of this policy and the written challenge and determine by majority vote the disposition of the challenged material. Options shall include:
 - a. If the challenged material meets appropriate selection criteria, it shall remain in the collection for full circulation.
 - b. If the challenged material does not meet appropriate selection criteria, the committee shall restrict access to the challenged material in the local school media center. Restrictions may include restricting access to students whose parents/guardians grant written permission; restricting access to specified grade levels; restricting

access to adults and/or restricting access in a manner deemed appropriate by the District Library Media Review Committee.

5. The Director of Instructional Support Services shall send a letter to the challenger and the local school principal explaining the decision of the committee and the challenger's option to appeal to the Board of Education. A copy of the letter and all supporting documents and information shall be sent to the school's area executive director.
 6. If a challenger is not satisfied with the District Library Media Review Committee decision, the challenger may appeal the decision to the Board of Education. The Board, at its discretion, may review the challenged material and either affirm or change the decision of the District Library Media Review Committee.
- I. District Instructional Media Center – Reconsideration of Challenged Library Media Materials
1. A District Instructional Media Review Committee shall be organized and shall include the Director of Instructional Support Services, who will chair the committee, an appropriate curriculum area consultant and the following individuals from the level corresponding with the level of the challenged material but not from the school area of the individual submitting the challenge: a school administrator, a library media specialist and two teachers and three parents/guardians serving on the District Literature Selection and Review Committee (see Policy AA424).
 2. Challenges to District Instructional Media Center materials shall be submitted in writing to the Director of Instructional Support Services on a *Request for Reconsideration of Library Media Materials* form. Forms are available at the District Office and the Jordan School District Web site at www.jordandistrict.org.
 3. The director, as chair of the committee, shall call a committee meeting to review the appeal. Each committee member shall view the challenged material prior to or during the committee meeting.
 4. The district committee as a whole shall discuss the challenged material based on the selection guidelines listed in item II-A of this policy and the written challenge and determine by majority vote its disposition. Options shall include:
 - a. If the challenged material meets appropriate selection criteria, it shall remain in the collection for full circulation.
 - b. If the challenged material does not meet appropriate selection criteria, the committee shall restrict access to the material in the District Instructional Media Center in a manner deemed appropriate by the District Instructional Media Review Committee.
 5. The Director of Instructional Support Services shall send a letter to the challenger explaining the decision of the committee and the

- challenger's option to appeal to the Board of Education.
- If a challenger is not satisfied with the District Instructional Media Review Committee's decision, the challenger may appeal the decision to the Board of Education. The Board, at its discretion, may review the challenged materials and either affirm or reverse the decision of the District Instructional Media Review Committee.



Teachers,

Attached you will find a map of the library and a form that can be used to **assign computers prior to coming to the library** for computer work. As in any lab experience, assigning work spaces gives you greater control of the environment.

A few suggestions:

* Check the “No User Access” list for students who may not use the computers. (Have an alternate assignment for them.)

* Separate students who keep each other off task.

* Place mischievous students where you can easily see their screens.

* Put inexperienced students next to a “buddy” who can assist them.

***Make a quick visual check of each student’s screen several times each period (just stroll behind the computers) to ensure they understand the instructions.**

* Written, step-by-step instructions for the students will forestall many redundant questions.

*** YOU are responsible to supervise your own students while they are in the library, including all behavior and computer usage.**

***DO NOT HAVE A SUBSTITUTE BRING YOUR STUDENTS TO THE LIBRARY FOR COMPUTERS. You will have to reschedule.**

Mrs. Minson and Mrs. Johnson

Dear Parent/Guardian,

As part of their class work, students will be watching the video _____, which is rated PG.

In order to view the video, your permission is required.

I hereby give my student,

_____,
(Name)

permission to view the video

_____.
(Title)

Parent signature

Date

Dear Parent/Guardian,

As part of their class work, students will be watching the video _____, which is rated PG.

In order to view the video, your permission is required.

I hereby give my student,

_____,
(Name)

permission to view the video

_____.
(Title)

Parent signature

Date

Video Purchase Request Form

(submit to principal prior to all video purchases regardless of funding source)

Teacher Name: _____

Funding Source: _____

Video Title: _____ **Vendor:**

Cost: _____

Subject (class/grade)

Curriculum Correlation

Core Standard #	Core Objective #	Core Indicator

Please explain how you plan to use the video, i.e. activities, curriculum integration, etc.:

For purchase from the Library/Media budget, requested videos will be carefully considered using the following criteria:

Relevance to the core curriculum

Availability of equivalent videos at the district IMC

Cost

There are always more requests than funds; you will be notified whether your request can be purchased at this time.

Administrator: _____

LMC: _____