Magee High School
Library Media Center
Policies and Procedures Handbook
Achieving Excellence in Education-
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1 Resources: The Simpson County School District Student Handbook, Mississippi Library Media Program Guidelines, Simpson County School District Library Media Program Guidelines. (Much thanks to Elizabeth Simmons@Puckett High School for her guidance and sharing.)
Plans

Mission Statements

The mission of Mississippi’s school library programs is to assist in providing a quality education for every child by:

- Encouraging lifelong information literacy and learning through reading and inquiry.
- Providing an inviting, dynamic environment in which students and staff become learners capable of accessing, evaluation, applying, and sharing information independently.
- Providing real and virtual access to appropriate, high-quality resources (print/non-print and digital formats) and services that support and enhance teaching, literacy, and learning during and outside the school day.
- Participating in curriculum development and design of learning activities.
- Facilitating professional development for the learning community.

SIMPSON COUNTY SCHOOL DISTRICT

Our Vision:

Achieving Excellence in Education

Our Mission:

Simpson County School District seeks to create a challenging learning environment that encourages high expectations for success through instruction that allows for individual differences and learning styles. Our schools promote a safe, orderly, caring and supportive environment. We strive to have our parents, teachers, and community leaders actively involved in our students’ learning with the goal of reaching their DESTINATION: GRADUATION.

SCSD LIBRARY MISSION STATEMENT

The Simpson County School District libraries seek to support the district’s vision of “Achieving Excellence in Education” by empowering, inspiring, and supporting learners in the art of inquiry and discovery as they become critical thinkers, skillful researchers, and responsible, ethical users, producers, and managers of ideas and information. Our libraries must provide an environment that promotes student success in 21st Century knowledge and in a technology-driven society; fosters independent, enthusiastic and lifelong learners and readers; and promotes cohesiveness with the district’s curriculum goals, objectives, and values.
MAGEE HIGH SCHOOL

Our Vision:
Magee High school is committed to developing productive citizens in the community through excellence in education.

Our Mission:
It is our mission, in partnership with all stakeholders to foster and educate a community of lifelong learners.

MAGEE HIGH LIBRARY MISSION STATEMENT

It is the goal of the library media center to assist the school’s mission in fostering and educating a community of lifelong learners, to help students become critical thinkers, skillful researchers, and responsible users of ideas and information, and to also inspire an enjoyment of reading.

PERSONAL MISSION STATEMENT

As a teacher/librarian, my mission is to support Magee High School and its community by teaching the skills necessary to access, evaluate, and utilize information. I will collaborate with teachers to:

- develop a collection (print and non-print) that meets the school’s needs
- promote the effective use of the library/computer lab

I will also make the library a welcoming place so that students, teachers, and community members will grow through the use of the library and its resources.

(Refer to Appendix A.)
Goals and Objectives

Goal No. 1: The Magee High School Library Media Center will strive to provide materials to meet the needs of all subject areas according to the College and Career Readiness Standards and curriculum. **Objective:** The Library Media Specialist will become an integral part of curriculum meetings to ensure that all curriculum needs are met. Teachers are encouraged to submit requests for library materials that coincide with lesson plans. **Evaluation:** Teachers are given a survey in May to evaluate the curriculum collaboration between the teachers and library media specialist.

Goal No. 2: The Magee High School Library Media Center will maintain a well-organized collection providing a variety of books and resources that meet the interests of its patrons. **Objective:** The Library Media Specialist will work to ensure that both students and teachers will have a varied collection that promotes reading skills and increase reading comprehension scores. Resources will be housed in shelves, racks, and carts and labeled in such a way to help patrons find necessary materials. **Evaluation:** Faculty and students will be given a survey in May to evaluate the overall library in areas such as use and collection resources. Test data will be tracked to show proposed increase in overall test scores due to an increase in student reading.

Goal No. 3: The Magee High School Library Media Center will begin a collaboration with teachers as instructional partners to develop research units fulfilling the content requirements of the College and Career Readiness Standards and curriculum. **Objective:** The Library Media Center Specialist and faculty will begin collaboration that helps student performance and increases test scores in all areas. **Evaluation:** Both teachers and the library media specialist will meet to help improve the collaborative relationship by the establishment of the Library Advocacy Committee. The committee will consist of the library media specialist, assistant principal, representatives from each department, students, and the community. The committee will meet to discuss issues ranging from collection to collaboration.

Goal No. 4: The Magee High School Library Media Center Specialist will promote the legal and ethical use of copyrighted materials and provide students and staff with information on copyright law and fair use guidelines for education so that teachers and student share and participate ethically and productively as members of society. **Objective:** The Magee High School LMCS will conduct a general library tour and orientation program at the beginning of each academic semester. Teachers and students will be taught exactly what copyrighted materials are and how to legally and ethically reproduce these materials. **Evaluation:** Observing teachers and students as they correctly reproduce copyrighted materials will verify if the orientation program on copyright was or was not effective.
Goal No. 5: The Magee High School Library Media Center will become an active informational center for both the school and outside community. **Objective:** Access to information resources will be provided beyond the MHS physical collection and not limited by library hours. The LMC will keep up-to-date of the information needs of the school by being aware of new curriculum developments and departmental decisions. The facility will be open to students, staff, and the community, providing physical space for educational purposes. **Evaluation:** All users will have the opportunity to complete a survey evaluating their use of the library, the services the library provides, and the overall rating of the library. These will provide the LMCS with knowledge of the patrons’ needs for using the library and its resources.
Budget

Overview: Magee High School has approximately 450 students. The library media center houses a collection of more than 6450 books, printed reference resources, and audiovisual items. There are four computers in the library and twenty-four in the computer lab within the library media center, offering access to numerous research databases provided by MAGNOLIA, MS Office software programs, and an online driving practice test site http://mageehigh.driving-tests.org. A networked laser printer is available for school purposes. There is also a conference room which contains the magazine collection and is available to both students and faculty. The Library Advocacy Committee strives to meet the needs of the students, teachers, and committee. (Appendix G) The committee is currently working on incentives to encourage student reading for recreation and information.

Monetary Breakdown: The Simpson County School Board determines the amount given to each school within the district each year. The library budget for 2015-2016 is $5200.

Yearly Expenses: Book System’s Atriuum web-based software is purchased by the district for use in cataloging and circulation.

Five-Year Collection Development Plan:
2014-2015: Complete Fiction Series. Our circulation statistics reveal that the fiction area is the area most read in our collection. So books to complete the series being read were needed to satisfy the patrons’ requests. This will likely continue to be an area of need.

2015-2016: Collection Analysis was performed using Follett Titlewave. The resulting “Age Sensitivity Chart” shows certain key Dewey ranges where titles with older copyrights are more likely to contain outdated/inaccurate information. Based upon that information the focus will be on those areas for this and the next three years. This year: Nonfiction sections: 003-007/520-529/570-579/ Reference/ Magnolia Award Nominees
In the selection of these books, e-book format will be a consideration as we do not currently have e-books available and many students have expressed an interest in this format.


2017-2018: Nonfiction sections: 610-619/910-919/ Magnolia Award Nominees

2018-2019: Career-Oriented Resources/Magnolia Award Nominees/ increasing e-books significantly
Operational Procedures

Hours of Operation
The Magee High School Library Media Center is open Monday through Friday from 7:20- 3:30. Students will be able to use the Library Media Center in the morning and during breaks. However, with permission from teachers, students can also use the Library Media Center during class. ORGANIZATIONAL MEETINGS: The Library Media Center may be used for club meetings before or after school. It is the responsibility of the organization’s president or sponsor to sign up for the appropriate date.

Scheduling Policy for Classes
The Magee High School Library Media Center allows teachers to schedule a class to use the Library Media Center and/or the Computer Lab during that particular block. This policy allows for flexible scheduling for both teachers and students to get the most out of their time in the Library Media Center. Teachers can contact the Library Media Specialist either through email or in person to sign up. Only one class can be scheduled to use the Library Media Center or Computer Lab at a time. There are particular days throughout the school year in which the Library Media Center is closed due to state testing as well as off-campus professional development. When teachers bring classes to the Library or Computer Lab, the teacher is in charge of the class. The Librarian Media Specialist and student workers are there only to assist.

Technology Cart Scheduling Policy
Teachers are able to schedule the Laptop Carts for classroom or library use. Students and teachers are required to sign out for each computer. Teachers are to check the condition of the computer when returned and are liable for any computers damaged or lost while in their classroom. Teachers are also responsible for the computers when in use by their class in the library. No technology carts will be used in classrooms with substitute teachers; therefore, if computers are necessary, teachers will have to schedule those classes in the library.

Circulation Policy
Students are allowed to check out up to two books at any time. Patrons can check out resources for up to three weeks. If students have an overdue item, they may not check out a book until the overdue book is returned to the library. Renewals are allowed if the item is not on reserve for another individual. When multiple classes are using books as part of a research project, these particular books will be put on reserve and students will not be allowed to check them out. Both faculty and students may make request for particular titles and the Library Media Specialist will consider the requested titles, which are age and curriculum appropriate. FACULTY POLICY: Faculty may check out books from the the Regular and Professional Collection. Teachers may check out books for 187 days and print reference materials for a thirty day period at a time. FINE POLICY: Students must pay for books that are lost before scheduling classes for the following year or to graduate.
Rules
Appropriate behavior and respect for all library patrons, staff, and faculty is expected from students while using the library. 1) Food and drinks are to be consumed very carefully in the library. Leave no mess. 2) If furniture, books, and other print resources are used during visit, students are required to return it to the proper location. If materials are used and damaged, then the patron will be required to replace said material. Student will be charged full price if the book is lost or returned beyond repair. Any student who is not respectful to the librarian, other students, and/or library space will be asked to leave. If a significant incident occurs or disruptive behavior is consistent, then the student(s) will be banned from the library unless accompanied by a teacher.

Sign In Procedure
Students will present appropriate library/hall pass from teacher when entering the library and complete the Sign-in sheet. On each pass should be the student’s name, when the student left the classroom, how long the student can stay in the library, teacher’s signature, and student’s purpose. Students will sign in/sign out when using the library during class time. Logs will be kept for record keeping purposes.
Collection Development Policy

1. Selection of Library materials. (Adapted from SCSD Recommendations)

Statement of Policy
The policy of Simpson County School District is to provide a wide range of library materials at varying levels of difficulty, with diversity of appeal and the presentation of different points of view to meet the needs of students and teachers.

Philosophy
Teachers, parents, and administrators should recognize the essential reason for the existence of public schools is the students’ right to know and to become educated citizens.

The SCSD subscribes in principle to the statement of policy on library philosophy as expressed in The American Library Association’s Library Bill of Rights (Appendix A).

Students shall be provided access to a current, balanced collection of books, basic reference materials, electronic resources, periodicals, and audiovisual materials that depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.

The library media program supplements classroom activity and is an integral part of the curriculum, paralleling it at all points and in all departments. The library exists primarily for educational purposes. It offers enrichment for the students and resource material for the faculty. Its materials are selected from all forms of media available for interest, vocabulary, maturity, and ability levels of all students within the school served.

The library media program provides age-appropriate recreational materials to attract students to reading, viewing, and listening to foster reading and learning as lifelong activities.

The library media program provides opportunities for students to develop personal interests and encourage growth in positive social skills and attitudes.

The library media program helps students to become skillful and discriminating users of libraries and print and non-print materials.

Objectives of Selection
For the purposes of this statement of policy, the term “library materials” will refer to any material with instructional content or function that is used for formal or informal teaching learning purposes. Examples of library materials may include, but are not limited to, books, periodicals, sound recordings, video recordings, etc. The primary objective of library materials is to support and enrich the learning environment. It is the duty of the librarian to provide students with a wide range of materials at varying levels of difficulty, with diversity of appeal, and the presentation of different points of view. To this end, the Simpson County School Board affirms that is is the responsibility of its professional library staff:
• To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, learning styles, and maturity levels of the students served;
• To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and societal standards;
• To provide materials on various sides of controversial issues so that young citizens may have an opportunity to develop, under guidance, the practice of critical analysis and to make informed judgments in their daily lives;
• To provide materials representative of the many religious, ethnic, and cultural groups that contributes to our national heritage and the world community;
• To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate to the school community.

The Simpson County School District does not discriminate in the selection and evaluation of library materials on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability.

The responsibility for coordinating the selection of library materials and making the recommendation for purchase rests with the principal and librarian.

Criteria for Selection of Library Materials
The following criteria will be used as they apply:
• Library materials shall support and be consistent with the general educational goals of the state and the Simpson County School District and the goals and objectives of specific courses.
• Library materials shall be chosen to enrich and support the curriculum and the personal needs of users.
• Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of the students for whom the materials are selected.
• Library materials shall meet high standards of quality in:
  Artistic quality and/or literary style
  Authenticity
  Educational significance
  Factual content
  Physical format
  Presentation
  Readability
  Technical quality
• Library materials shall be designed to provide a background of information that will motivate students and staff to examine their own attitudes and behavior; to
comprehend their duties, responsibilities, rights, and privileges as participating citizens in our society; and to make informed judgments in their daily lives.

In order to provide a balanced collection of materials representing a fair and unbiased presentation of controversial materials, the librarian, in cooperation with faculty, should select materials representing as many shades of opinion as possible to ensure that varying viewpoints are available to students.

Library materials shall clarify historical and contemporary forces by presenting and analyzing inter-group tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems.

**Procedures for Selection of Library Materials**

In selecting library material, librarians will evaluate available resources and curriculum needs and will consult reputable, professionally prepared aids to selection, and other appropriate sources. The reading, examination, and checking of standard evaluation aids will assist selection of materials.

The following recommended list shall be consulted in the selection of materials but selection is not limited to their listings:

- Subject area journals
- *Booklist*
- Bulletin of the Center for Children’s Books
- *Choice*
- *Horn Book*
- Library Media Connection
- School Library Journal
- Voice of Youth Advocates
- Wilson’s Core Collections

Recommendations for purchase involve administrators, teachers, students, district personnel, and community persons as appropriate.

**Part 2: Gift materials** shall be judged by the criteria outlined and shall be accepted or rejected by those criteria.

**Part 3: Procedure for the Withdrawal of Media Center Resources (Weeding)**

Selection is an ongoing process and responsibility of the librarian, which includes the removal of material no longer deemed appropriate or accurate and the replacement of lost and worn materials that are still of educational value.

Criteria for the withdrawal of resources may include:
• Having inaccurate and outdated information (copyright dates)
• Depicting negative role stereotypes
• No longer useful for curricular support or recreational reading
• Not circulated for a number of years
• In poor physical condition

When the decision is made to withdraw a book and the weeding process is over, library records and the material must clearly indicate that the item is removed from the library collection.

Part 4: Procedures for Reconsideration of Materials

Statement of Policy
Any resident or employee of the Simpson County School District may formally request the reconsideration of library materials on the basis of appropriateness.

Request for Informal Reconsideration
The school receiving a complaint regarding library media materials shall try to resolve the issue informally. The principal or librarian shall explain to the questioner the school’s selection procedure, criteria, and qualifications of those selecting the resource (Appendix C). The principal or the librarian shall explain the particular place the questioned material occupies in the education program, its intended educational or recreational usefulness, and additional information regarding its use. A parent/guardian may request that a material be restricted from his/her child, but that request shall not be deemed a request to remove the material from the library. If the questioner wishes to file a formal request for reconsideration, a copy of the District’s Selection Policy shall be given to the questioner and a Request for Reconsideration of Library Materials form must be completed and returned to the principal or the librarian.

Request for Formal Reconsideration
Each school will keep and make available Request for Reconsideration of Library Materials forms (Appendix B). All formal objections to library materials must be made on these forms. The Request for Reconsideration of Library Materials form shall be signed by the questioner and filed with the school’s principal and the librarian. The request for reconsideration shall be referred to a reconsideration committee at the school level for reevaluation of the resource. Access to the material in question shall not be restricted during the reconsideration process.
The Reconsideration Committee
Upon receipt of a request for formal reconsideration of library material, the principal shall:
Appoint a reconsideration committee including the following membership as appropriate:
- One member of district personnel chosen by SCSD;
- One certified staff from school selected by the principal;
- Librarian
- Principal
- Two high school students chosen by the student governing body (if deemed applicable by the principal).

The principal shall also arrange for a reconsideration committee meeting within 10 working days after the complaint is received.

The reconsideration committee may choose to consult District support staff and/or community persons with related professional knowledge. The reconsideration committee shall review the challenged resource and judge whether it conforms to the principles of selection outlined in the policy.

Resolution
The reconsideration committee shall:
- Read the challenged material in its entirety;
- Determine professional acceptance by reading critical reviews of the material;
- Weight values and faults and form opinions based on the material as a whole rather than on passages or sections taken out of context;
- Discuss the challenged material in the context of the educational program;
- Discuss the challenged material with the individual questioner when appropriate;
- Prepare a written report with the committee’s recommendation to retain or remove the material. The major criterion for the final decision is the appropriateness of the material for its intended educational and/or recreational use.
- A minority report may also be filed in the case of dissenting opinions.
- The written reports shall be retained by the school principal with copies forwarded to the Superintendent of Schools.
- The reports of the reconsideration committee shall be communicated to the Simpson County School Board by the Superintendent of Schools.
- The Simpson County School Board will make a final determination on any formal action taken as a result of the reconsideration.
- The original questioner will receive a response from the Simpson County School Board’s decision within 30 working days of challenge.

A decision to sustain a challenge shall not necessarily be interpreted as a judgment of irresponsibility by the professionals involved in the original selection and/or use of the material.
Collection Analysis

Our mission statement: “It is the goal of the library media center to assist the school’s mission in fostering and educating a community of lifelong learners, to help students become critical thinkers, skillful researchers, and responsible users of ideas and information, and to also inspire an enjoyment of reading.” As such, the Library Media Specialist strives to ensure that needs are met in our physical and virtual collections. By using Follett Titlewave’s Collection Analysis service, the physical collection can be analyzed by Dewey categories and material format. This includes weaknesses within the collection by age or percentage of actual titles in each category.

Refer to Appendix F: Collection Analysis. General Fiction makes up 37.29% of the collection and the average age is 2008. Although the category percentage may seem high, Atrium statistics show that this category has the most circulation. Taking into consideration, both age and quantity, those areas that need the most improvement according to Follett’s Collection Analysis are:

- Natural Sciences/Mathematics
- Technology
- Literature and Rhetoric
- Geography and History
- Reference

To improve those sections, the library media specialist will work with teachers and students to secure suggestions for purchase. A five-year plan has been developed in order to make those purchases.
Technology

Technology Use Policy (From SCSD Parent/Student Handbook)

Acceptable Use Purpose
The intent of this policy is to ensure that all uses of school technology are consistent with the district's mission statement, strategic plan, and Simpson County School District's Curriculum Design. This policy does not attempt to define all required or prohibited behavior by users, but rather an operating framework for the user to follow. Each user must exercise good judgment and appropriate conduct.

The Opportunities and Risks of Technology Use
The Simpson County School District believes that value of the information and the interaction and benefits that technology use offers far outweighs the potential hazards of its use. The district believes that more would be lost by not providing her students, faculty, staff, and public access to this technology and information. An inherent risk of making these global network resources available, however, is that some users might encounter sources that some consider controversial or inappropriate.

Because global information resources are transitory and uncontrolled at present, the Simpson County School District cannot predict or totally control what users may or may not locate. The Simpson County School District has chosen, on a "best effort" basis, to limit access only to educationally appropriate resources. This "best effort" basis would include, but not be limited to, the following: staff supervision, security software, and user training.

Our district does not support or condone access to educationally inappropriate resources. Users must utilize good judgment when accessing global information resources and be wary of the integrity and content of the information resources. No technology is guaranteed to be error-free and totally dependable; therefore, the Simpson County School District cannot be held liable for unforeseen difficulties that may arise. The Simpson County School District cannot be held accountable for information that is retrieved through the use of technology.

User Conduct and Responsibilities
Guidelines for technology use within this document apply to all students, faculty, and staff. These guidelines are not all inclusive. A user who commits any act of misconduct not specified may also be subject to disciplinary action. Disciplinary actions are consistent with district policies governing such behavior, such as the Simpson County School District policy on student behavior, staff contracts, and state/federal laws.
Technology use is a privilege that carries with it responsibilities. ALL users of technology are expected to abide by district policies and rules of behavior. These guidelines are provided here to make users aware of the responsibilities that the use of technology places upon them.

Users have the opportunity to access technology for educational purposes only. Exercising that privilege requires that the user accept the responsibility for all material they access, view, download, and/or produce. It is necessary for users to evaluate the validity of the information they access via technology use and acknowledge the source of the information when appropriate.

ALL users of technology are acting as representatives of the Simpson County School District and should act accordingly.

Guidelines for acceptable use include, but are not limited to, the following.

Users will:
- Use appropriate language.
- Avoid offensive and inflammatory dialog.
- Adhere to copyright rules and assume that any software that they did not create is copyrighted (unless it is labeled “freeware” or “public domain”).
- Not reveal any personal information, i.e., address, telephone number, etc. for themselves or others.
- Understand that email is not guaranteed to be private. People who operate the school information systems do have authorized access to mail; others may have access if authorization has been provided by appropriate school personnel.
- Use technology only for legal activities.
- Be responsible at all times for proper use of their access privileges and avoid impersonation, anonymity, or unauthorized sharing of security measures and/or their account(s).
- Take responsibility for any technology related activities that they borrow or are used under their account or password.
- Maintain the integrity of technology resources from viruses, physical abuse, potentially damaging messages, etc.
- Respect the rights of others to utilize technological equipment by not utilizing it for non-school purposes.
- Comply with ethical codes and guidelines.
- Abide by any and all policies and procedures of networks, systems, and information resources linked by and through school technology.

Examples of technology misuse that will result in disciplinary action include, but are not limited to, the following:
- Use of obscenities or inflammatory dialog;
- Cyber bullying;
- Using other users' accounts;
- Misrepresenting themselves or others;
- Violating the rights of others or their privacy;
• Accessing, viewing, downloading, or creating pornography;
• Using technology resources for personal business or financial gain;
• Vandalizing data, programs, networks, or information resources;
• Degrading or disrupting systems or equipment;
• Damaging technology hardware or software;
• Spreading computer viruses;
• Gaining unauthorized access to resources or entities;
• Violating copyright laws; and
• Using technology resources for illegal activities.

Violations of these guidelines and/or district policy will be dealt with seriously. Consequences may include, but are not limited to, loss of access to technology. Users are subject to additional consequences as described in the district's policies and regulations. Illegal activities may also result in referral to law enforcement officials.

Disciplinary Actions
Failure to comply with this policy and/or the regulations governing technology use will result in disciplinary action. The Simpson County School District reserves the right to deny individual users access to specific technology as a consequence of misuse.
Actions may include, but are not restricted to: legal action; staff/user conference; reprimand; or termination.
Additional actions, as deemed appropriate,:
• 30 Staff/parent contact for student misuse;
• Referral to administration for student discipline;
• Loss of access to specific technology and/or designated area for a minimum of three (3) days to two (2) weeks; NOTE: Multiple infractions may result in extended or permanent loss of technology privileges.
• Confiscation of inappropriate items;
• Restitution/restoration; and
• Administrative and/or Board of Education action, including suspension and expulsion.

Email and Electronic Document Retention
All emails and electronic documents created and shared with others inside or outside the district in conducting district business will be archived to the district server. Archives may be saved as long as server storage is available and it is manageable, even after an employee resigns, retires, or is fired from the district.

Use of Outside Email Clients and Stipulations for Using District Email Client as District Representative
Use of Internet mail by students, staff, and faculty such as Yahoo mail, Gmail, and POP3 accounts provided by their “home” Internet service providers is allowed at this time. The district does not block use of Internet mail accounts, but any communications/correspondence you conduct as a representative of the Simpson County
School District must be done using the Simpson email system (simpson.k12.ms.us), and, all email will be archived to the district email server, e.g., Teacher to Parent, Teacher to Student, Staff to Staff. This includes, but is not limited to teachers who guide extracurricular activities such as Clubs, Choirs, Bands, Athletics, and the like.

**Stipulations for Web Site as District Representatives**
Use of Non-District web sites to present information, classrooms, clubs, or any other officially sponsored activities of the Simpson County School District is prohibited. Any sanctioned activity must be hosted on either the District’s web site or any school web site.

**Use of Personal Wireless Access Points**
Usage of personal wireless access points is strictly prohibited for either staff or students. The use of said devices can impair internal operations to the network and breach security impairing the district’s ability to protect assets of the Simpson County School District. Any student or staff found to be in violation of this requirement will be subject to disciplinary action.

**Additional Rules and Actions**
The Superintendent reserves the right to establish additional rules and take appropriate actions to implement this policy. The Simpson County School District is in compliance with Children’s Online Privacy Protection Act (COPPA) and Children’s Internet Protection Act (CIPA) requirements.

**Compliance Agreement**
After reading the Simpson County School District Technology Use Policy, potential users will be asked to fill out the appropriate portions of the Agreement/Application for Simpson County School District Internet Account contract completely and legibly and submit to the appropriate site designee. This agreement is to be considered a legal and binding document.
Facilities

- Nonfiction
- Fiction
- Com. Lab
- Cir. Desk
- Door
- Restroom
- Office
- Workroom
- Workroom
- Conference Room
Appendix A:
Library Bill of Rights

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

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person’s right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.


Appendix B:
REQUEST FORM FOR RECONSIDERATION OF LIBRARY MATERIALS

Initiated by _________________________________________________________

Telephone_________________Address___________________________________

Representing
Self_________Organization or group___________________________________

Library Material Questioned

Book:

Author_____________________________________________________________

Title_______________________________________________________________

Copyright___________________________________________________________

A/V Material:

Kind of Media ________________________________(Film, music, computer file, etc.)

Title_______________________________________________________________

Other Material:

Identify_____________________________________________________________

In which school library does the material reside?________________________

Please respond to the following questions. Please use additional paper, if needed.
1. Have you read or viewed this material in its entirety? Yes______No______

2. If not, what sections?______________________________________________________________

3. What do you believe is the theme, main idea or purpose of the material?
   _____________________________________________________________________________

4. In your opinion, is there any instructional value or anything positive about the material? Explain. _______________________________________________________________________

5. What do you believe might result from the use of this material?___________
   _____________________________________________________________________________

6. What reviews of this material have you read?_______________________________
   _____________________________________________________________________________

7. For what age group might this be suitable?_______________________________
   _____________________________________________________________________________

8. What action do you recommend that the school take on this material?
   _____________________________________________________________________________

9. In its place, what material(s) of equal value would you recommend?_______
   _____________________________________________________________________________
   _____________________________________________________________________________
   _____________________________________________________________________________

Date___________________Signature___________________________________
Appendix C: 
Letter to Complainant

Date_________________

Dear________________________

We appreciate your concern over the use of _____________________________ in our school district. The district has developed procedures for selecting library materials, but realizes that not everyone will agree with every selection made.

To help you understand the selection process, we are sending copies of the SCSD Library Selection Policy to include:

1. Instructional goals and objectives
2. Materials Selection Policy statement
3. Procedure for Handling Objections

If you are still concerned after you review this material, please complete the Request for Reconsideration of Material form and return it to me. You may be assured of prompt attention to your request. If I have not heard from you within two weeks, we will assume you no longer wish to file a formal complaint.

Sincerely,

Principal
Appendix D:
Library Orientation

Policy: All students will undergo a brief Library Media Center orientation during scheduled English classes.

Purpose: To familiarize students with learning materials including the library resources necessary for searching, retrieval, organization, and citation of information in all formats.

Procedure: The Library Media Specialist schedules and conducts the library orientation sessions with the necessary interaction with the teacher and students. The orientation class includes:
1. Library policies
2. Introduction to basic research process
3. Online Card Catalog and other electronic databases

Research Classes: However, any teacher can schedule an orientation for students to learn better ways to complete assignments in that particular subject. Teachers are asked to have a brief collaborative planning meeting with the library media specialist regarding orientation to ensure students receive the best information concerning researching methods.
Appendix E:
Book Processing Formats

Follet Titlewave
Processing Specifications:
Spine Label: 1 ½” measurement
Mylar: tape mylar on dust jackets only
Bar code label: Front Cover Top Left Vertical
Bar code inscription: MAGEE HIGH SCHOOL

Cataloging Specifications:
Sears Subject Headings
Fiction: F with first 3 letters of author’s surname
Nonfiction: Class number with first 3 letters of author’s surname 973 SMI
Individual Biography: BIO above full biographee BIO ANDERSON
Collective Biography: 920 with first 3 letters of author’s surname 920 GRI
Professional: P above class number assigned by subject
Reference: REF above class number

Bar code and Automation System Information:
Automation System: Generic
Bar code symbology: Code 39
BAR CODE LENGTH: variable
Data format: MARC21

Output Information:
MARC record delivery: E-Mail
Barcode & MARC Local Fields:
Barcodes added to MARC records and printed labels included
Code 39 with mod 10-check digit
Appendix F:  
Collection Analysis by Follett Titlewave

www.titlewave.com  
TitleWise Collection Analysis  

MAGEE HIGH SCHOOL  
Analysis Overview  

Collection Information  
Date of Analysis: 30-Sep-2015 13:58:22  
Circulation System: Book Systems Atrium  
Data Integrity: Good: 99.94% holdings recognized  
# of Records: 6327  
# of Holdings: 6491  
Recognized Call Numbers: 6487  
Average Age: 2003  
Enrollment: 517  
Items per Student: 12.55  

School Information  
MAGEE HIGH SCHOOL  
501 E CHOCTAW ST  
MAGEE, MS, 39111  

Contact Information  
Name: Brenda Minter  
Phone: 601-849-2263  
Phone (alt):  
Fax:  
Email: bminter@simpson.k12.ms.us  
Email (alt): bminter@simpson.k12.ms.us  

www.titlewave.com  
TitleWise Collection Analysis  
2
### Collection Analysis (by 100s)

#### The Hundreds Divisions

<table>
<thead>
<tr>
<th>Hundred Divisions</th>
<th>Average Age</th>
<th>Items</th>
<th>% of Collection</th>
</tr>
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<tbody>
<tr>
<td>000 Generalities</td>
<td>2005</td>
<td>26</td>
<td>0.40%</td>
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<tr>
<td>100 Philosophy and Psychology</td>
<td>2005</td>
<td>56</td>
<td>0.86%</td>
</tr>
<tr>
<td>200 Religion</td>
<td>2005</td>
<td>62</td>
<td>0.96%</td>
</tr>
<tr>
<td>300 Social Sciences</td>
<td>2005</td>
<td>535</td>
<td>8.25%</td>
</tr>
<tr>
<td>400 Language</td>
<td>2007</td>
<td>12</td>
<td>0.18%</td>
</tr>
<tr>
<td>500 Natural Sciences/Mathematics</td>
<td>2007</td>
<td>128</td>
<td>1.97%</td>
</tr>
<tr>
<td>600 Technology</td>
<td>2005</td>
<td>251</td>
<td>3.87%</td>
</tr>
<tr>
<td>700 The Arts</td>
<td>2008</td>
<td>289</td>
<td>4.46%</td>
</tr>
<tr>
<td>800 Literature and Rhetoric</td>
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**Hundred Divisions Totals** 2004 1883 29.03%

### Additional Category Listings

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<tr>
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<td>2008</td>
<td>2419</td>
<td>37.29%</td>
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<tr>
<td>Reference</td>
<td>1979</td>
<td>523</td>
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<tr>
<td>Biography</td>
<td>2006</td>
<td>338</td>
<td>5.21%</td>
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<tr>
<td>Professional</td>
<td>2008</td>
<td>5</td>
<td>0.08%</td>
</tr>
<tr>
<td>Story Collection</td>
<td>2002</td>
<td>42</td>
<td>0.65%</td>
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<tr>
<td>Paperback</td>
<td>2007</td>
<td>709</td>
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<tr>
<td>Easy n/a</td>
<td></td>
<td>0</td>
<td>0.00%</td>
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<tr>
<td>A/V</td>
<td>2005</td>
<td>568</td>
<td>8.76%</td>
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</table>

**Additional Category Listings Totals** 2003 4604 70.97%

**Totals** 2003 6487

www.titlewave.com

TitleWise Collection Analysis
### Collection Analysis (by 10s)

## The Hundreds Divisions

<table>
<thead>
<tr>
<th>Division</th>
<th>Average Age</th>
<th>Items</th>
<th>% of Collection</th>
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<tr>
<td>010 Bibliography</td>
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<tr>
<td>020 Library and Information Sciences</td>
<td>1996</td>
<td>2</td>
<td>0.03%</td>
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<tr>
<td>030 General Encyclopedic Works</td>
<td>n/a</td>
<td>3</td>
<td>0.05%</td>
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<tr>
<td>040 n/a</td>
<td>n/a</td>
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<tr>
<td>050 General Serial Publications</td>
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<td>0.00%</td>
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<td>060 General Organizations and Museology</td>
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<td>0.00%</td>
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<td>2005</td>
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<tr>
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<td>n/a</td>
<td>1</td>
<td>0.02%</td>
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<tr>
<td>110 Metaphysics</td>
<td>n/a</td>
<td>0</td>
<td>0.00%</td>
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<tr>
<td>120 Epistemology, Causation, Humankind</td>
<td>1990</td>
<td>3</td>
<td>0.05%</td>
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<tr>
<td>130 Paranormal Phenomena</td>
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<td>10</td>
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<tr>
<td>160 Logic</td>
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<tr>
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<td>2006</td>
<td>3</td>
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<td>230 Christianity/Christian Theology</td>
<td>2008</td>
<td>13</td>
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<tr>
<td>240 Christian Moral &amp; Devotional Theology</td>
<td>2006</td>
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<td>250 Christian Orders &amp; Local Church</td>
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<td>1</td>
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<tr>
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<td>n/a</td>
<td>0</td>
<td>0.00%</td>
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<tr>
<td>270 History of Christianity</td>
<td>2014</td>
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<tr>
<td>280 Christian Denominations &amp; Sects</td>
<td>n/a</td>
<td>3</td>
<td>0.05%</td>
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<td>290 Comparative and Other Religions</td>
<td>2006</td>
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<td><strong>Religion Totals</strong></td>
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<td>2005</td>
<td>0.96%</td>
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www.titlewave.com
TitleWise Collection Analysis
## Collection Analysis (by 10s)

### The Hundreds Divisions

<table>
<thead>
<tr>
<th>Division</th>
<th>Title</th>
<th>Year</th>
<th>Items</th>
<th>Average Age</th>
<th>Items % of Collection</th>
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<tr>
<td>300</td>
<td>Social Sciences</td>
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<td>2005</td>
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<td>0 / 00%</td>
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<td>Customs, Etiquette, Folklore</td>
<td>2011</td>
<td>37</td>
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### Social Sciences Totals

- **2005**: 535 items (8.25%)
- **2007**: 128 items (1.97%)

### Language

<table>
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<tr>
<th>Division</th>
<th>Title</th>
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<th>Items</th>
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<th>Items % of Collection</th>
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<td>410</td>
<td>Linguistics</td>
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<td>420</td>
<td>English and Old English</td>
<td>2007</td>
<td>7</td>
<td>2007</td>
<td>0.11%</td>
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<tr>
<td>430</td>
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<td>n/a</td>
<td>0</td>
<td>0 / 00%</td>
<td></td>
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<tr>
<td>440</td>
<td>Romance Languages, French</td>
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<td>1</td>
<td>2009</td>
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<tr>
<td>450</td>
<td>Italian, Romanian, Rhaeto-Romanic</td>
<td>n/a</td>
<td>0</td>
<td>0 / 00%</td>
<td></td>
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<tr>
<td>460</td>
<td>Spanish and Portuguese Languages</td>
<td>n/a</td>
<td>0</td>
<td>0 / 00%</td>
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<tr>
<td>470</td>
<td>Italic Languages, Latin</td>
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<td>0</td>
<td>0 / 00%</td>
<td></td>
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<tr>
<td>480</td>
<td>Hellenic Languages, Classical Greek</td>
<td>n/a</td>
<td>0</td>
<td>0 / 00%</td>
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<tr>
<td>490</td>
<td>Other Languages</td>
<td>n/a</td>
<td>0</td>
<td>0 / 00%</td>
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### Language Totals

- **2007**: 12 items (0.18%)

### Natural Sciences/Mathematics

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<tr>
<th>Division</th>
<th>Title</th>
<th>Year</th>
<th>Items</th>
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<th>Items % of Collection</th>
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<tr>
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<td>16</td>
<td>2007</td>
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<tr>
<td>530</td>
<td>Physics</td>
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<td>2011</td>
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</tr>
<tr>
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<td>2009</td>
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<td>560</td>
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<td>n/a</td>
<td>3</td>
<td>2009</td>
<td>0.05%</td>
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<tr>
<td>570</td>
<td>Life Sciences, Biology</td>
<td>2011</td>
<td>18</td>
<td>2011</td>
<td>0.28%</td>
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<td>Plants</td>
<td>n/a</td>
<td>7</td>
<td>2011</td>
<td>0.11%</td>
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<tr>
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<td>Animals</td>
<td>2007</td>
<td>32</td>
<td>2007</td>
<td>0.49%</td>
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### Natural Sciences/Mathematics Totals

- **2007**: 128 items (1.97%)
# Collection Analysis (by 10s)

## The Hundreds Divisions

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<tr>
<th>Division</th>
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<th>Items</th>
<th>% of Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>600 Technology</td>
<td>2011</td>
<td>6</td>
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<tr>
<td>610 Medical Sciences, Medicine</td>
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<td>620 Engineering and Allied Operations</td>
<td>2008</td>
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<tr>
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<td>2007</td>
<td>16</td>
<td>0.25%</td>
</tr>
<tr>
<td>640 Home Economics and Family Living</td>
<td>2007</td>
<td>33</td>
<td>0.51%</td>
</tr>
<tr>
<td>650 Management Auxiliary Services</td>
<td>2010</td>
<td>7</td>
<td>0.11%</td>
</tr>
<tr>
<td>660 Chemical Engineering</td>
<td>2008</td>
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<tr>
<td>670 Manufacturing</td>
<td>n/a</td>
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<tr>
<td>680 Manufacture for Specific Uses</td>
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<tr>
<td>690 Buildings</td>
<td>n/a</td>
<td>0</td>
<td>0.00%</td>
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</table>

**Technology Totals:** 2005 | 251 | 3.87% |

<table>
<thead>
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<th>Division</th>
<th>Average Age</th>
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<th>% of Collection</th>
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<tr>
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<td>2009</td>
<td>26</td>
<td>0.40%</td>
</tr>
<tr>
<td>710 Civic and Landscape Art</td>
<td>2000</td>
<td>3</td>
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<tr>
<td>720 Architecture</td>
<td>n/a</td>
<td>5</td>
<td>0.08%</td>
</tr>
<tr>
<td>730 Plastic Arts, Sculpture</td>
<td>n/a</td>
<td>6</td>
<td>0.09%</td>
</tr>
<tr>
<td>740 Drawing and Decorative Arts</td>
<td>2010</td>
<td>82</td>
<td>1.26%</td>
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<tr>
<td>750 Painting and Paintings</td>
<td>n/a</td>
<td>14</td>
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<tr>
<td>760 Graphic Arts, Print Making</td>
<td>n/a</td>
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<td>0.02%</td>
</tr>
<tr>
<td>770 Photography and Photographs</td>
<td>2014</td>
<td>15</td>
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<tr>
<td>780 Music</td>
<td>n/a</td>
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<tr>
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<td>2005</td>
<td>112</td>
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</table>

**The Arts Totals:** 2008 | 289 | 4.46% |

<table>
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<th>Average Age</th>
<th>Items</th>
<th>% of Collection</th>
</tr>
</thead>
<tbody>
<tr>
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<td>2003</td>
<td>44</td>
<td>0.68%</td>
</tr>
<tr>
<td>810 American Literature in English</td>
<td>1998</td>
<td>133</td>
<td>2.05%</td>
</tr>
<tr>
<td>820 English and Old English Literatures</td>
<td>2003</td>
<td>109</td>
<td>1.68%</td>
</tr>
<tr>
<td>830 Literatures of Germanic Languages</td>
<td>2010</td>
<td>4</td>
<td>0.06%</td>
</tr>
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<td>840 Literatures of Romance Languages</td>
<td>1984</td>
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<td>0.12%</td>
</tr>
<tr>
<td>850 Italian, Romanian, Rhaeto-Romanic</td>
<td>2005</td>
<td>2</td>
<td>0.03%</td>
</tr>
<tr>
<td>860 Spanish and Portuguese Literatures</td>
<td>n/a</td>
<td>0</td>
<td>0.00%</td>
</tr>
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<td>870 Italic Literatures, Latin</td>
<td>2008</td>
<td>1</td>
<td>0.02%</td>
</tr>
<tr>
<td>880 Hellenic Literatures, Classical Greek</td>
<td>1951</td>
<td>8</td>
<td>0.12%</td>
</tr>
<tr>
<td>890 Literatures of Other Languages</td>
<td>n/a</td>
<td>1</td>
<td>0.02%</td>
</tr>
</tbody>
</table>

**Literature and Rhetoric Totals:** 2000 | 310 | 4.78%
Collection Analysis (by 10s)

### The Hundreds Divisions

<table>
<thead>
<tr>
<th>Division</th>
<th>Average Age</th>
<th>Items</th>
<th>% of Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>900 Geography and History</td>
<td>2005</td>
<td>12</td>
<td>0.18%</td>
</tr>
<tr>
<td>910 Geography and Travel</td>
<td>2010</td>
<td>31</td>
<td>0.48%</td>
</tr>
<tr>
<td>920 Biography, Genealogy, Insignia</td>
<td>2008</td>
<td>4</td>
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</tr>
<tr>
<td>930 History of Ancient World</td>
<td>n/a</td>
<td>12</td>
<td>0.18%</td>
</tr>
<tr>
<td>940 General History of Europe</td>
<td>2003</td>
<td>50</td>
<td>0.77%</td>
</tr>
<tr>
<td>950 General History of Asia</td>
<td>2009</td>
<td>21</td>
<td>0.32%</td>
</tr>
<tr>
<td>960 General History of Africa</td>
<td>2009</td>
<td>3</td>
<td>0.05%</td>
</tr>
<tr>
<td>970 General History of North America</td>
<td>2002</td>
<td>81</td>
<td>1.25%</td>
</tr>
<tr>
<td>980 General History of South America</td>
<td>n/a</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>990 General History of Other Areas</td>
<td>n/a</td>
<td>0</td>
<td>0.00%</td>
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</table>

**Geography and History Totals** 2005 214 3.30%

### Additional Category Listings

<table>
<thead>
<tr>
<th>Category</th>
<th>Average Age</th>
<th>Items</th>
<th>% of Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fiction</td>
<td>2008</td>
<td>2419</td>
<td>37.29%</td>
</tr>
<tr>
<td>Reference</td>
<td>1979</td>
<td>523</td>
<td>8.06%</td>
</tr>
<tr>
<td>Biography</td>
<td>2006</td>
<td>338</td>
<td>5.21%</td>
</tr>
<tr>
<td>Professional</td>
<td>2008</td>
<td>5</td>
<td>0.08%</td>
</tr>
<tr>
<td>Story Collection</td>
<td>2002</td>
<td>42</td>
<td>0.65%</td>
</tr>
<tr>
<td>Paperback</td>
<td>2007</td>
<td>709</td>
<td>10.93%</td>
</tr>
<tr>
<td>Easy</td>
<td>n/a</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>A/V</td>
<td>2005</td>
<td>568</td>
<td>8.76%</td>
</tr>
</tbody>
</table>

**Additional Category Listings Totals** 2003 4604 70.97%

**Totals** 2003 6487

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TitleWise Collection Analysis
### Balanced Dewey Comparisons

#### Hundreds Divisions

<table>
<thead>
<tr>
<th>Division</th>
<th>Avg Age</th>
<th>Items</th>
<th>% of Collection</th>
<th>Follett</th>
<th>Bal. Dewey</th>
<th>Difference</th>
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<tbody>
<tr>
<td>Generalities</td>
<td></td>
<td>26</td>
<td>0.40%</td>
<td>1.50%</td>
<td>-1.10%</td>
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</tr>
<tr>
<td>Philosophy and Psychology</td>
<td></td>
<td>56</td>
<td>0.86%</td>
<td>1.00%</td>
<td>-0.14%</td>
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</tr>
<tr>
<td>Religion</td>
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<td>62</td>
<td>0.96%</td>
<td>1.50%</td>
<td>-0.54%</td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td></td>
<td>535</td>
<td>8.25%</td>
<td>11.50%</td>
<td>-3.25%</td>
<td></td>
</tr>
<tr>
<td>Language</td>
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<tr>
<td>Natural Sciences/Mathematics</td>
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<td>-6.03%</td>
<td></td>
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<tr>
<td>Technology</td>
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<td>-4.13%</td>
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<tr>
<td>The Arts</td>
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<tr>
<td>Literature and Rhetoric</td>
<td></td>
<td>310</td>
<td>4.78%</td>
<td>9.00%</td>
<td>-4.22%</td>
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<tr>
<td>Geography and History</td>
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<td>214</td>
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<td>10.00%</td>
<td>-6.70%</td>
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#### Additional Category Listings

<table>
<thead>
<tr>
<th>Category</th>
<th>Avg Age</th>
<th>Items</th>
<th>% of Collection</th>
<th>Follett</th>
<th>Bal. Dewey</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fiction</td>
<td></td>
<td>2419</td>
<td>37.29%</td>
<td>16.00%</td>
<td>21.29%</td>
<td></td>
</tr>
<tr>
<td>Reference</td>
<td></td>
<td>523</td>
<td>8.06%</td>
<td>15.00%</td>
<td>-6.94%</td>
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</tr>
<tr>
<td>Biography</td>
<td></td>
<td>338</td>
<td>5.21%</td>
<td>7.00%</td>
<td>-1.79%</td>
<td></td>
</tr>
<tr>
<td>Professional</td>
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<td>5</td>
<td>0.08%</td>
<td>1.50%</td>
<td>-1.42%</td>
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<tr>
<td>Story Collection</td>
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<td>42</td>
<td>0.65%</td>
<td>n/a</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Paperback</td>
<td></td>
<td>709</td>
<td>10.93%</td>
<td>n/a</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Easy</td>
<td></td>
<td>0</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td></td>
</tr>
<tr>
<td>A/V</td>
<td></td>
<td>568</td>
<td>8.76%</td>
<td>n/a</td>
<td>n/a</td>
<td></td>
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<tr>
<td><strong>Totals</strong></td>
<td></td>
<td>6487</td>
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TitleWise Collection Analysis 10
## Collection By Year

Decade # of Books

<table>
<thead>
<tr>
<th>Decade</th>
<th># of Books</th>
</tr>
</thead>
<tbody>
<tr>
<td>1900</td>
<td>0</td>
</tr>
<tr>
<td>1910</td>
<td>0</td>
</tr>
<tr>
<td>1920</td>
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<tr>
<td>1930</td>
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<td>1940</td>
<td>16</td>
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<td>1950</td>
<td>17</td>
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<tr>
<td>1960</td>
<td>79</td>
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<td>1970</td>
<td>39</td>
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<td>1980</td>
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<td>1990</td>
<td>283</td>
</tr>
<tr>
<td>2000</td>
<td>1104</td>
</tr>
<tr>
<td>2010</td>
<td>1032</td>
</tr>
<tr>
<td>No year given/out of range</td>
<td>3775</td>
</tr>
</tbody>
</table>

**Total 6491**

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TitleWise Collection Analysis
12
Age Sensitivity
Dewey Ranges Acceptable Items In Aged
Age (Years) Collection
003-007 Systems Data/Computer Programs 3 8 7 87.50%
320-329 Political Science 5 18 8 44.44%
361-369 Social Problems and Services 5 67 49 73.13%
370-379 Education 5 54 50 92.59%
380-389 Commerce, Communications and Transportation 5 4 3 75.00%
520-529 Astronomy and Allied Sciences 5 5 4 80.00%
570-579 Life Sciences/Biology 5 4 1 25.00%
610-619 Medical Sciences/Medicine 5 96 78 81.25%
910-919 Geography, Maps, Atlases 5 16 4 25.00%
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TitleWise Collection Analysis
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Appendix G:
Library Advocacy Committee

The Library Advocacy Committee meets at least twice a year to determine what additional resources as needed in the Library Media Center; strategies to increase student reading and consequently, students’ scores; and ways to secure community support.

Members of the Library Advocacy Committee are:

- Library Media Specialist-Brenda Minter
- Assistant Principal-Dr. Antoinette Harvey-Woodall
- English Teacher-Amy Shepherd
- English Teacher-Darien Spann
- Art Teacher-Kathy Gibson
- Math Teacher-Kelly Nelson
- Science Teacher-Eric Williams
- Counselor & Community Member-Wanda Glisson
- Student Member-Madison Bryant

Advocacy tools to assist the committee can be found at www.aasl.org

Minutes of each meeting will follow. Those minutes will be shared with members not present via google docs.