Library Media Specialist Handbook:

A Guide for

High-Performing Programs

SCHOOL BOARD OF BREVARD COUNTY Educational Services Facility
2700 Judge Fran Jamieson Way
Viera, Florida 32940-6601
(updated 6/23/23)

Table of Contents

Introduction

The Library Media Specialist Handbook is a tool to help library media specialists with instruction, curriculum assessment and support, resource management, program administration, and advocacy. An outstanding library media specialist is able to collaborate, build and maintain a collection, and connect to the BEST instructional design. This document is based on the ExC$_3$EL rubric which is the driving force for Future Ready Library Media Programs in Florida's K-12 Schools.

Philosophy

Mission Statement

The mission of the library media center is to create information literate citizens who effectively access, evaluate, and use resources to encourage and prepare students to be life-long learners.

Library Media Center Objectives

- The library media program enhances student achievement through a systematically, collaboratively planned instructional program.
- The library media program provides appropriate, accurate and current resources in all formats to meet the needs of the learning community.
- The library media program will incorporate technology into the curriculum to enhance student learning.
- Effective library media programs provide an inviting, accessible and stimulating environment for individual and group use that share resources across the learning community.
- The library media program and its initiatives are promoted throughout the learning community.

Philosophy of National Organizations

AASL's Position Statement on the Role of the School Library Media Program
ALA's Interpretation of the Library Bill of Rights
The Students' Right to Read: National Council of Teachers of English (NCTE)

School Libraries: What the Research Says

In research done in nine states and over 3300 schools since 1999, the positive impact of the school library media program is consistent. Strong school library media programs make a difference in academic achievement. Here are examples of what the research says about why school libraries matter.

School Libraries Work!
School Libraries Make a Difference to Student Achievement
Powerful Libraries Make Powerful Learners: The Illinois Study
AASL Student Achievement
Why You Need Your School Librarian (Kentucky)
Librarians Mean Higher Reading Scores
Library Research Service Impact Studies

Calendar

Included below are some of the annual tasks common to all media specialist positions. This is by no means an exhaustive list of what takes place each month, but rather helpful reminders of some major

events and necessary activities.

August

Destiny
- [Set up a Calendar](#) in Destiny [mark closed dates, etc.]
- [Start Inventory](#) (video) to run all year [Start an Inventory in Library Manager](#) and [Conduct an Inventory in Library Manager](#)
- Update your calendar and web page
- Check [Access Levels](#) in the back office and create a [generic access](#) for checking in/ out books. This would be assigned in case of long term absence.
- Create [patron id library cards](#) (recommended after 7 day count)

Instructional
- Introduction of SSYRA/FTR, expectations for SSYRA and FTR events [(link to resources)](#)
- Orientation for students
- Collaboration Meetings with Teachers/Departments (continue throughout the year)
- [National Tell A Joke Day](#)/[Roller Coaster Day](#) (8/16)
- [Plan/Schedule Fall Activities](#)

General Library
- Send [Open Letter to Parents](#) (via newsletter; web page, Focus)
- Orientation for adult volunteers (if applicable)
- Meet with new teachers to share resources and services ([Optional Planning Form](#))
- Beanstack: Challenges, Classroom Libraries
- Solicit volunteers at Back-to-School night or Registration
- Initial Principal meeting - Budget, Calendar, Fundraisers, School Improvement Goals
- Set up Book Fair(s) or other fundraisers for the year
- Join Professional Organizations ([FAME](#) - Florida Association for Media in Education and [BAME](#) - Brevard Association of Media Education) or renew membership
- Update school based databases/accounts as needed.

September

Destiny
- Run **[Overdue Notices](#)** and **Reports [[VIDEO](#)]**

Instructional
- Collaboration Meetings with Teachers/Departments (continue throughout the year)
- Plan/Schedule Required Cyber Safety Lesson (1 Required semester) (see [Cyber Safety section](#) in Media Specialists' Site)
- Library Card Sign-up Month ([Brevard County Libraries](#))
- [Read a Book Day](#) (9/6)
- [Proud to be an American Month](#)
- [Patriot Day](#) (9/11)
- [Constitution Day](#) (9/17)
- [International Literacy Day](#) (9/8)
- [Dot Day](#) (9/15)
- [Talk Like A Pirate Day](#) (9/19)
- [Hispanic Heritage Month](#) (September 15th to October 15th)

October

Destiny
- Run **Overdue Notices** and Reports **[VIDEO]**

Instructional
- Collaboration Meetings with Teachers/Departments (continue throughout the year)
- National Book Month
- National Bullying Prevention Month
- National Cookbook Month
- National Pumpkin Day (10/26)
- Fall Themes

General Library
- Upload student pictures to Destiny (when link available from school photo company - contact the company once pictures are done)
- BAME meeting (Brevard Association of Media Educators)
- State Monies Distributed- Begin creating Purchase Orders
- Complete and review a collection analysis through Destiny (Enriched reports)
- Write collection analysis statement and send to Media Resource Teacher by end of the month
- Banned Books Week and Banned Websites Awareness Day (display idea Middle & High)
- TeenTober

November

Destiny
- Run **Overdue Notices** and Reports **[VIDEO]**

Instructional
- Collaboration Meetings with Teachers/Departments (continue throughout the year)
- National Family Literacy Day (11/1)
- National Nonfiction Day (First Thursday of November)
- Election Day (11/7)
- National S.T.E.M. Day (11/8)
- Veteran's Day (11/11)
- World Kindness Day (11/13)
- National High Five a Librarian Day (11/18)
- Thanksgiving Day (~11/23)

General Library
- FAME (Florida Association for Media in Education) Conference
- Innovation Games (usually the Friday before Thanksgiving)
- Picture Book Month

December

Destiny
- Run **Overdue Notices** and Reports **[VIDEO]**

Instructional
- Collaboration Meetings with Teachers/Departments (continue throughout the year)
- Dewey Decimal System Day (12/10) Activities & Games
- Computer Science Education Week (12/4-12/10) - Hour of Code Activities

General Library

- Upload student pictures to Destiny (when link available from school photo company)
- Work with school-based Literacy Team to plan events for Literacy Week (January)

January
Destiny
- Run **Overdue Notices** and Reports **[VIDEO]**

Instructional
- Collaboration Meetings with Teachers/Departments (continue throughout the year)
- Celebrate Literacy Week, Florida! Just Read Florida (1/22-1/26 2024)
- MLK, Jr. Day (1/16)
- National Thesaurus Day/ Winnie the Pooh Day (1/18)
- Library Shelfie Day - The fourth Wednesday of the month

General Library
- Caldecott and Newbery Awards announced (see www.ala.org mid-month for winners)
- FETC (Florida Educational Technology Conference) in Orlando [optional]
- Plan/Schedule Spring Activities
- Meet with Principal (update on calendar, budget, instruction, and reading programs)

February
Destiny
- Run **Overdue Notices** and Reports **[VIDEO]**

Instructional
- Collaboration Meetings with Teachers/Departments (continue throughout the year)
- Black History Month
- World Read Aloud Day (2/1)
- Groundhog Day (2/2)
- Random Acts of Kindness Day (2/17)
- President's Day (2/24)

General Library
- Schedule/Plan 2nd Required Cyber Safety lessons
- Attend PD scheduled by District Media Resource Teacher

March
Destiny
- Run **Overdue Notices** and Reports **[VIDEO]**

Instructional
- Collaboration Meetings with Teachers/Departments (continue throughout the year)
- Read Across America /Dr. Seuss Day (3/2)
- National Women's History Month
- Children's Poetry Day (3/21)

General Library
- FTR Event

- Complete purchases prior to deadlines (watch for emails from district resource teacher and building bookkeeper for specific dates)

April
Destiny
- Run **Overdue Notices** and Reports **[VIDEO]**

Instructional
- Collaboration Meetings with Teachers/Departments (continue throughout the year)
- National Poetry Month
- National Humor Month
- School Librarian Day (4/4)
- National Read a Road Map Day (4/5)
- Earth Day (4/22)
- Arbor Day (4/26)

General Library
- Sunshine Celebration (SSYRA Events)
- SSYRA and FTR voting due
- School Library Month and National Library Week
- Inform teachers and students about final checkout and end-of-year due dates. [Make sure the ceiling date is set in Destiny.]

May
Destiny
- Run **Overdue Notices** and **Reports [VIDEO]**

Instructional
- Collaboration Meetings with Teachers/Departments (continue throughout the year)
- Space Day (5/3)
- Mother's Day (Second Sunday of May)
- International Museum Day (5/18)
- Memorial Day (Last Monday of the month)

General Library
- Finalize Inventory
- Stop Checkout/Collect books and fines, as appropriate.
- Send summer reading info to teachers & students; add to websites   **(Back to Table of Contents)**

Curriculum and Instruction

The library media program enhances student achievement by supporting all facets of the instructional program.

National and State Standards

AASL Standards
AASL Standards Crosswalks will help all educators in your building see how the *National School Library Standards* align with other sets of national standards that your school or district has adopted.

The following Common Beliefs were identified as central to the profession:
1. The school library is a unique and essential part of a learning community.
2. Qualified school librarians lead effective school libraries.
3. Learners should be prepared for college, career, and life.
4. Reading is the core of personal and academic competency.
5. Intellectual freedom is every learner's right.
6. Information technologies must be appropriately integrated and equitably available.

Florida Standards
Educational Resources and Learning (Student tutorials by Benchmark)
Florida Instructional Resources (CPALMS)
Florida Standards and Instructional Support
Florida FAST Assessments
Courses and Curriculum Maps (BPS Media Matters Site)
Lessons/Unit Plans (BPS Media Matters Site)

Information Literacy

In an outstanding library media program information literacy skills instruction is systematically embedded into the instructional program. Students use a variety of sources accurately and ethically.

Overview

Information literacy is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information." (Information Literacy Competency Standards for Higher Education. American Library Association. 2006). The library media program enhances student achievement through a systematically, collaboratively planned instructional program.

In teaching information and media literacy, media specialists should always stress students' ethical use of resources. Specific lessons should be taught on copyright, avoiding plagiarism, and correct citation of sources (including images). For additional information refer to the following:

Brevard media specialists should play a key role in the technology literacy of both students and staff at school sites. It is recommended that media specialists serve on school technology committees, work with district technology integrators, and stay current through conferences (FETC, ISTE) and trainings (District tech trainings, PLC's, and professional forums/journals).   **(Back to Table of Contents)**

The US Department of Education's plan for technology literacy states: "All learners will have engaging and empowering learning experiences both in and out of school that prepare them to be active, creative, knowledgeable, and ethical participants in our globally networked society." There are five aspects of the national plan: learning, assessment, teaching, infrastructure, and productivity.

Links for more information:
National Educational Technology Plan
Brevard EdTech

Research Process

FINDS Research Model

To facilitate the acquisition of information literacy skills, the use of a research process model is essential. FINDS, Florida's model, provides a framework for teaching these skills and can be integrated into content-area instruction. Information and handouts on FINDS can be found at: FLDOE Library Media Services.

Investigate Sources and Credibility

Subscription Databases for Research

Several quality research databases exist, such as Gale Cengage and World Book, which support student research, provide authoritative sources with citations, and help prepare students for higher education. Visit the Media Matters District Site for a list of current database subscriptions purchased by the county.

Destiny

Media Specialists will need to instruct students on how to use Follett Destiny to locate print and non print resources prior to research. Access training videos and help on the Media Matters District Site.

Evaluating Web Pages for Research

A specific area of technology literacy that media specialists should focus upon is evaluating web pages for research. A "Website Evaluation Check sheet" to assist students while searching is available here.

Resources to aid in teaching students to evaluate websites:
- Read Write Think Evaluating Webpages
- Education World Evaluating Web Sites

Note-taking and Formatting

Note-taking

Students need regular instruction in how to take quality notes from written and digital resources. Media specialists are encouraged to teach students to summarize, paraphrase, take bulleted notes, and use graphic organizers. Some resources on note taking include:
- Simultaneous access **eBooks** from Follett/Overdrive can be used at any level to provide note taking modeling and practice, since they include highlighting and note-taking functions within the software.
- **Citation sites** contain resources on virtual notecards and outlines that may be helpful.
- **Graphic organizers** can be found at:
  - Google forms and apps

- Microsoft Office Shapes and Tables

MLA and APA Resources
Purdue Online Writing Lab
MLA General Format Citation Guide
MLA Citation Cheat Sheet and How-To

Online Citation Generators: Easybib, Bibme, and Citation Machine

Plagiarism
http://www.plagiarism.org/

Google Apps
Google for Education Edition, our integrated communication and collaboration solution, includes Gmail, Google Calendar, Google Meet, Google Sites, and Google drive.

Score

Rubric Tools
AI Rubric Maker

Media Literacy and Critical Thinking

Media Literacy Resources
Media specialists should take the lead in educating students about the media's influence on their choices. Excellent resources and lesson plans can be located at:
- http://www.pbs.org/teachers/digital-media-literacy/pbs-resources/
- http://www.cyberwise.org/
- www.commonsensemedia.org
- http://www.netsmartz.org/Parents

Critical Thinking
Critical thinking has been described as "the careful and deliberate determination of whether to accept, reject, or suspend judgment about a claim" (Brooke Noel Moore and Richard Parker, Critical Thinking). More simply, critical thinking is the process of evaluating what other people say or write to determine whether to believe their statements. Critical thinking includes distinguishing fact from opinion and bias from reason; distinguishing between primary and secondary sources, evaluating information sources, and recognizing deceptive arguments.

Ethical Use of Information and Plagiarism
Copyright information about using digital information ethically.

Lesson Plan Resources

CPALMS

CPALMS has thousands of standards-aligned lessons that have been vetted by educators and subject area experts.

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6-8 Information Literacy
- 6-8 Media Transfer
- 9-12 Media Transfer
- 9-12 AICE Media Studies A Level
- 9-12 AICE Media Studies AS Level

Lessons and Unit Plans

Your district colleagues created lessons with suggestions for making a collaborative connection with classroom teachers that you can use as is or adapt to create your own lessons. Lessons are located on the BPS Media Matters Site.

Elementary Curriculum Suggestions

Elementary media specialists are typically on the activity wheel at least part time. During their class time, they should teach basic library, technology, and research skills. Below is a list of some suggested topics to teach. This is not an all-inclusive list, but a guideline to get you started. The skills are best taught in collaboration with classroom teachers. Consult with them regularly to see how you can integrate lessons to best support the curriculum.

Kindergarten
Orientation

- Introduce purpose of Library Media Center (LMC) staff/facility/public library
- Introduce LMC etiquette
- Introduce book check out and return procedures
- Introduce proper care of books

Basic Library Skills

- Resources for personal reading, listening and viewing (fiction/non-fiction, magazines, newspapers, audio CD's, video/DVD)
- Location of picture books and nonfiction books
- Using call numbers to locate books
- Parts of a book (cover, spine, book jacket, title page, table of contents, call number, etc.)
- Function of the author, illustrator, publisher, call number, cover, book jacket, spine
  Locating information using alphabetical order

Literature

- Develop creative products in a variety of formats (responding by drawing, create an extension to the story, Reader's Theater & Storytelling, Puppetry, Graphic Organizers

- Introduce book awards- Caldecott and Newbery

Research/Research
- Explore resources to locate information (part of FINDS- Investigate)

Technology
- Parts of the computer
- Uses for the computer, including proper use
- Cyber safety (2 lessons per year are required)
- Technology vocabulary
- Logging on and off of a computer
- Opening and closing a program
- Introduction to the keyboard and keyboarding practice

First Grade

Orientation

Review purpose of Library Media Center (LMC) staff/facility/public library

Review LMC etiquette

Review book check out and return procedures

Review proper care of books

Review location of fiction and nonfiction books in the library

Basic Library Skills

Fiction vs. Nonfiction

Using shelf labels to locate areas in the LMC

Resources for personal reading, listening and viewing

Using call numbers to locate books

Review parts of the book

Review function of author, illustrator, publisher, call number, cover, book jacket, and spine

Locating information using alphabetical order (to the 2nd or 3rd letter)

Literature

Identify who is telling the story at various points in the text

Describe characters, settings and major events in story using key details

Identify vocabulary from stories using context clues

Develop creative products in a variety of formats

Retell details from story

Review book awards- Caldecott and Newbery

Reference/Research

Review exploring resources to locate information (part of FINDS-

Investigate) Introduce age appropriate dictionary

Introduce atlas/basic map reading

Technology

Review parts of the computer

Review uses for the computer, including proper use

Cyber safety/Cyberbullying (2 lessons per year are required)

Review technology vocabulary

Beginning keyboarding skills

Second Grade

Orientation

Review purpose of Library Media Center (LMC) staff/facility/public library

Review LMC etiquette

Review book check out and return procedures

Review proper care of books

Review location of fiction and nonfiction books in the library

Basic Library Skills

Review fiction vs. nonfiction

Review using shelf labels to locate areas in the LMC

Review resources for personal reading, listening and viewing

Review using call numbers to locate books

Review parts of the book

Review function of author, illustrator, publisher, call number, cover, book jacket, and spine

Locating information using alphabetical order (to the 2nd or 3rd letter)

Literature

Identify vocabulary from stories using context clues

Model point of view

Reference/Research

Review exploring resources to locate information (part of FINDS-Investigate) Review age appropriate dictionary skills

Review atlas/basic map reading

Introduce age appropriate thesaurus

Introduce age appropriate encyclopedia

Text features (table of contents, glossary, captions, bold print, italics, photos)

Technology

Review parts of the computer

Review uses for the computer, including proper use

Cyber safety/Cyberbullying (2 lessons per year are required)

Review technology vocabulary

Introduce the electronic card catalog (Destiny)

Search by keyword, title, author and subject

Keyboarding skills

Third Grade

Orientation

Review purpose of Library Media Center (LMC) staff/facility/public library

Review LMC etiquette

Review book check out and return procedures

Review proper care of books

Review location of fiction and nonfiction books in the library

Review fiction vs. nonfiction (arrangement and definition)

Review using shelf labels to locate areas in the LMC

Review resources for personal reading, listening and viewing

Review using call numbers to locate books

Review parts of the book

Review function of author, illustrator, publisher, call number, cover, book jacket, spine

Basic Library Skills

Locating information using alphabetical order (to the 3rd letter)

Literature

Review developing creative products in a variety of formats

Theme

Point of View (author & character- distinguishing own point of view for narrator
and Characters)

Identify vocabulary from stories using context clues

Compare and contrast themes, settings and plots by same authors or
similar Characters

Reference/Research

Introduce the concept of copyright using copyright date to determine currency
of materials

Introduce the concept of copyright and plagiarism

Introduce citing of sources (title and author)

Introduce skimming techniques (Skim & Scan)

Introduce the difference between main and sub-headings

Introduce almanacs

Review text features (table of contents, glossary, captions, bold print, italics,
photos) Introduce text features: index, sidebar, maps, graphs, etc.

How to select proper resources

Introduce all five steps of the FINDS Research Model

Technology

Introduce internet searching and online database searching (GaleNet/Kids
InfoBits, World Book, etc.)

Review Destiny, searching by keyword, title, author and subject

Review parts of the computer

Review uses for the computer, including proper use

Cyber safety/Cyberbullying (2 lessons per year are required)

Review technology vocabulary

Keyboarding skills

Fourth-Sixth Grades

Orientation

Review purpose of Library Media Center (LMC) staff/facility/public

library Review LMC etiquette

Review book, check out, and return procedures

Review proper care of books

Review location of fiction and nonfiction books in the library

Review fiction vs. Non-fiction (arrangement and definition)

Review using shelf labels to locate areas in the LMC

Review resources for personal reading, listening and viewing

Review using call numbers to locate books

Review parts of the book

Review function of author, illustrator, publisher, call number, cover, book jacket, spine

Review locating information using alphabetical order (to the 3rd letter)

Basic Library Skills

Principles and rights of Intellectual Freedom

Literature

Compare and contrast

Theme

Meaning of words

Genre

Analyze how visual and multimedia elements contribute to meaning, tone or beauty
of text

Reference/Research

Main and sub-headings

Review almanac, atlas, dictionary, encyclopedia, thesaurus

Review FINDS

Review copyright and plagiarism

Bibliography

Verifying information from more than one source

Evaluating resources

Technology

Internet searching and online database searching (Gale/Kids
InfoBits, World Book, etc.)

Review Destiny, searching by keyword, title, author and subject

Review parts of the computer

Review uses for the computer, including proper use

Cyber safety/Cyberbullying (2 lessons per year are required)

Review technology vocabulary

Keyboarding skills

Use of online magazines and newspapers

Secondary Curriculum Suggestions

One of the greatest challenges in assuring the acquisition of information and technology literacy skills by students at the secondary level is the variety of teachers students have in grades 7-12. Depending on their class schedule, students' exposure to these skills can be extremely inconsistent. Despite these challenges, the media specialist should serve as a leader and facilitator in school-wide planning for information and technology literacy immersion for all students.

It is helpful to work with your departments/grade levels to create an overview of which skills will be addressed in which area. For instance, you may try and address in-text citations through the English department or cyber safety through the Science department.

Use professional judgment according to the protocols and needs at your school site as to when/how these lessons are taught. By graduation students should have the following skills (including, but not limited to):

Orientation (for 7th and 9th grade; other grades as needed)

Review library policies and procedures

Review Destiny to find and locate materials

Review any Reading Motivation software access and procedures

Reference/Research

- FINDS Research Model
- Plagiarism
    - definition and consequences
    - practice summarizing
    - practice determining what constitutes plagiarism
- MLA (or APA) Formatting for Research Papers
    - Works Cited
    - Citing images
    - In-text citations
    - Format of Paper (margins, headings, etc.)
- Note-taking, paraphrasing, and synthesizing
- Database research functionality (GALE)
- GALE Opposing Viewpoints

Media Literacy and Critical Thinking

- Socratic Seminar
- False Information

Cyber Safety/Cyberbullying (2 lessons per year are required)

- Digital Footprint
- Source Evaluation (website, print, and databases)
- Suggested Reading The Hive or The Weight of Blood

Presentation and Technology Tools

- Padlet
- Kahoot
- Canva
- Google Apps (Slides, Docs, Forms, Sites)
- Canvas

Literature Based Instruction

READS
Literature and reading promotion guidelines created by the Florida Department of Education. READS is an acronym for
Read as a personal activity
Explore characteristics, history, and awards of creative works
Analyze structure and aesthetic features of creative works
Develop a literary-based product
Score reading progress
Link to READS

Strategies for Reading Comprehension
Reading comprehension is an important component of reading instruction and can easily be integrated into library media activities. Websites to assist you with planning lessons.
- *Florida Center for Reading Research (FCRR) Student Center Activities*
- Literacy Tools for Brevard
- Secondary Intensive Language Arts

Additional Instructional Programs

Cyber safety & Cyberbullying
Federal law calls for students to be taught about how to stay safe when using chat rooms, social networking sites, and to understand how to handle cyberbullying. This instruction is reinforced in our Florida State Statutes and in our Brevard School Board Policy. BPS requires two cyber safety lessons to be taught to every student within the school year. Resources located on the BPS Media Matters Site.

TV Production
Television production programs may be the responsibility of the Library Media Specialist or another designated teacher at your school site. Such programs combine language arts, visual arts, critical thinking, and creativity to produce a real-world product. The writing of scripts requires research, the distinguishing of fact from opinion, and the development of expository and persuasive techniques. Computer graphics, animation and teamwork provide an authentic learning experience and teach students to recognize how our society is currently using mass media.

A global e-mail list found on the Microsoft Outlook global list of our county e-mail, TV Production Staff, is provided for communication among TV production teachers.

Jim Harbin Student Media Festival
FAME sponsors the Jim Harbin Student Media Festival to encourage students of FAME members to communicate through media production and to recognize and reward outstanding presentations. K-12 student presentations are initially submitted and judged within Brevard County. Top productions within Brevard then are submitted to the regional festival. Winners at the regional level progress to the state level, where their producers are honored for their outstanding media productions at an awards ceremony at the FAME Annual Conference. For further details, including rules and procedures, visit the FAME site.

Instructional Support

Progress Monitoring
Ongoing Progress Monitoring is an assessment system that provides teachers screening, diagnostic, and progress monitoring information that is essential to guiding instruction. Data comes from state and district assessments. The Library Media Specialist can use this data by collaborating with the classroom teacher to plan instruction on reading and listening comprehension, vocabulary, spelling, phonemic awareness, phonics, and fluency. Becoming an active member of the Reading Leadership Team, being aware of current practices, and taking an active role in staff development are a few ways that the LMS can support instruction.

Collaboration

Collaboration with classroom teachers is a recommended best practice. Spend some time getting to know your school and teachers.

Recommendations for Elementary include:
- Provide the planning form for each grade level to share information about research projects, units, and special activities. *(Sharing the form during grade level meetings has been successful for some schools. Note: Get buy-in from the person that runs the meeting.)*
- As you are able, reach out to teachers who might be willing to collaborate on projects.
- Create a tentative calendar/schedule of when research projects and/or literary activities will occur.
- Keep communication open.
- Consider creating a "getting to know you" brochure or newsletter at the beginning of the year to promote what your media center offers.

Recommendations for Secondary include:
Schedule meetings with departments/teams each quarter or semester.
- Use meetings to gather information about research projects, units, & special activities. Schedule individual meetings with teachers to collaboratively plan specific projects. Note:
- The collaboration lesson plan template in the Documents section may be helpful:
- Define time frames
- Define student outcomes and objectives
- Identify co-teaching responsibilities

Create a tentative calendar/schedule of when research projects and/or literary activities will occur.
- Create lesson materials and locate resources for students to use.
- Schedule class time in the media center for events/activities/lessons.

Develop a brochure/promotional material for you and your program.
- Share with teachers to let them know about the resources, activities and lessons you can provide

Recommendations for all:
Media Specialists have regular opportunities to collaborate with each other and improve their craft throughout the school year. Some of these include:
- Media PLC meetings (North, South and Central Area)
- Contact Day meetings
- BAME meetings
- FAME website and conference

- Mentor days/meetings
- Social Media

Reading Promotion

National Literacy Events

National Award Lists
Literature based instruction can easily be correlated with National Book Awards. Here are some recommended sites for award winning books.
- *American Library Association Book and Media Awards*
- *Caldecott Award*
- *Coretta Scott King Award*
- *Newbery Award*
- *(Pura) Belpre Medal*

National Children's Book Week
The joy of reading and children's books are celebrated during National Children's Book Week. For ideas and activities go to Every Child a Reader site.

Read Across America Day
This event takes place in early March of each year to celebrate the birthday of Dr. Seuss. Information and updates on the event may be found on the website.

Banned Books Week
This event, in September, celebrates the freedom to read. Frequently challenged books and websites are featured. For more information, ALA website, Banned Books Week site

TeenTober
This is an opportunity in October to celebrate teens and reading, sponsored by Young Adult Library Services Association (YALSA). Visit the TeenTober site. TeenTober Resources

Picture Book Month
November offers a chance to celebrate reading picture books. This event is sponsored by the American Association of School Librarians (AASL). More information is found at the Picture Book Month site.

School Library Month/National Library Week
April is the month to focus on school libraries and the services they offer. Visit the AASL website for more information or the ALA website for National Library Week.

National Poetry Month
The Academy of American Poets hosts National Poetry Month each April. An Internet search for "national poetry month" will provide resources for any age levels

State and Local Literacy Events

Florida Teens Read (FTR)
Florida Teens Read is a list of 15 titles that have been chosen by a committee of media specialists specifically to engage high school students (grades 9 through 12). Books are chosen to reflect their interests as well as represent a variety of genres, formats, reading levels, viewpoints, and ethnic and

cultural perspectives.

Teens are encouraged to read at least three of the titles on the current list. Brevard Public School students have the opportunity to discuss the books with other students across the county using the FTR blogs. Discussion prompts and a summary of each book is provided on the blog. Easy to follow directions are on the page. Links to the most current blog site can be found on the media Edmodo page or by contacting the district media resource teacher. Brevard also hosts a county-wide FTR event where students across the county can meet face-to-face and discuss the books. Each media specialist decides the requirements for their students to attend the celebration.
In the spring each year a link will be available on the FAME web page for students to vote for their favorite book. Membership to FAME is a requirement to access FTR supplemental documents and to submit votes. The winner will be posted on the FAME website in early April/May. See the [FAME website f](#)or the current list of titles.

Sunshine State Young Readers' Award Program (SSYRA)

The Sunshine State Young Readers' Award Program consists of two lists of 15 titles each that have been chosen by a committee of thirteen media specialists specifically to engage elementary and middle school students (grades 3-5 and grades 6-8) and reflect their interests as well as represent a variety of genres, formats, reading levels, viewpoints, and ethnic and cultural perspectives. This program is co-sponsored by FAME and the School Library Media Services Office of the Department of Education.

The program is designed to encourage students to read for fun and personal satisfaction and to introduce them to some high interest contemporary literature. Students who have read at least three books from the list are eligible to vote for their favorite. Voting results should be submitted online by mid-April and the results are announced in April/May.

Information about SSYRA is sent to schools at the beginning of each school year. Information can also be found at the [FAME website](#). A celebration of these books is held at the district SSYRA events each spring.

Online resources for SSYRA are password protected and are only available to members of FAME.

Curriculum ideas for the current books may be found on the [Media District site](#)or on the FAME website.

Sunshine State Young Readers' Award Jr. (SSYRA Jr.)

The mission of the SSYRA Jr. program is to develop student interest in reading for pleasure by exposing them to a wide range of appropriate literature. Sunshine State Jr. books are selected for their wide appeal, literary value, varied genres, curriculum connections, and/or multicultural representation. Students are encouraged to listen to these books, read to them, read them in a small group setting, or read independently to develop skills in fluency and comprehension. Students will be eligible to vote in the spring after listening/reading at least three of the books. The winning author and illustrator will be recognized at the annual FAME conference.

Each student participating in grades K-2 can vote for his/her favorite SSYRA Jr. book. Voting results are submitted online by the media specialist in mid-April and the results are announced each April/May on the [FAME website](#).

SSYRA Readers Celebration

Each spring elementary students (K-2 and 3rd-5th) and middle school students (6th-8th) have an

opportunity to participate in an inter-school gathering or an intra-school gathering. This is an opportunity for readers to celebrate the Sunshine State Young Reader's Award books through a variety of activities involving comprehension, art, & drama. Year-long promotion of the books at individual schools encourages school-wide reading. Interested schools should contact the District Media Resource Teacher for details. See the BPS Media Matters Site for tips and suggestions for participating.

Celebrate Literacy Week, Florida!
Brevard participates in the state's reading initiative, *Celebrate Literacy Week, Florida*, each January. Media Specialists, Administrators and Literacy Coaches typically collaborate to plan events to occur during that week to promote reading. Each school is required to create and submit a *Literacy Plan*. Activities sponsored by the state typically include a Public Service Announcement video contest, Million Minute Reading Challenge, as well as other activities. For more information, visit the Just Read, Florida! Website.

Reading Promotional Programs

Many schools use reading promotional programs such as Accelerated Reading and Reading Counts. These programs provide computer-based tests for students to take and assess their understanding of books they have read. Some schools build motivational programs based on quizzes taken and/or points earned. Please review Guidelines for use of Reading Programs and share with your staff as necessary. You can find out more about these programs at the following websites:

- Accelerated Reader
- Beanstack Reading Challenges (Launchpad)

Summer Reading Programs

Research shows that students lose much of the school year's progress if they do not read over the summer months. There are many opportunities for students to participate in summer reading programs that will help motivate them and keep their brains sharp and ready for the new school year. Information about summer reading should be sent out to students at the end of each school year and added to your media web page(s). You may wish to work with your literacy coach, if your school has one, or the literacy team at your school, to plan a Summer Reading Rewards program. For example, students could read a certain number of pages over the summer to attain reward levels.

The following District Summer Reads site includes several opportunities offered during the summer.

Collection

The library media program provides appropriate, accurate and current resources in all formats to meet the needs of the learning community. In an outstanding library media program there is extensive evidence of current resources (print, non-print, & electronic) that are very responsive to curricular and recreational needs. These resources also reflect the school's cultural diversity.

House Bill 1467, K-12 Education, School District Responsibilities

Vetting Process

Vetting A Book Decision Tree
Classroom Library Decision Tree (Beanstack)
Supplemental Instructional Reading List
Creating a Collection Analysis Report for Media Collection
Using a Collection Analysis Report for Media Collection

Collection Development Procedures

Objectives of the Selection Process for Developing the Library Collection:
The responsibility for the selection of instructional materials rests with the certified school library media specialist who completes the annual state training. The selection of media is a continuous and cooperative process involving administrators, staff, students and parents. The primary objective of instructional materials and equipment shall be to enrich, support, and implement the educational program of the school. As the center of the educational program, the LMC provides materials and services that meet academic, technical, personal, and social needs of the school community. To this end, the School Board of Brevard County subscribes to the principles laid down in the Library Bill of Rights and affirms that it is the responsibility of the school library media center to support these principles.

The Procedures for Selection Process for Developing the Library Collection:
- To provide materials for age and grade appropriate groups for which the materials are being used and made available.
- To provide a wide range of materials on varying levels of difficulty with a diversity of appeal compatible with the different needs, interests, and viewpoints of students and teachers.
- To provide materials which strengthen and enrich the school's instructional program.
- To provide materials that will stimulate growth in literary appreciation, aesthetic values, and ethical standards.
- To provide materials representative of the many religious, ethnic, cultural, and language groups, and of their contribution to the heritage and culture of America and the world.
- To place principle above personal opinion and reason above prejudice in the selection of materials appropriate for the users of the school library media center.
- Provide for the regular removal or discontinuance of books based on, at a minimum, physical condition, rate of recent circulation, alignment to state academic standards and relevance to curriculum, out-of-date content, and required removal pursuant to subparagraph (a) 2.

- [New Book Decision Tree](#)
- [Stakeholder Input for New Books Decision Tree](#)

<u>Criteria for Selection</u>

Materials considered for purchase or donated are selected on the basis of the following criteria:

- Overall purpose and need in relation to the curriculum.
- Educational significance.
- Quality of writing and production.
- Readability and user appeal.
- Reputation of the publisher/producer, author/artist, etc.
- Consult the Department of Education's published list of materials that were removed or discontinued as a result of an objection
- Consult Brevard Public Schools published informal and formal objection lists.
- Valid, accurate, objective, up-to-date, and appropriate information.
- Survey stakeholders- teachers, students, parents administration
- Require consultation of reputable, professionally recognized reviewing periodicals and school community stakeholder; Schools Advisory Committee.
- Book selection meets the selection criteria in section(s) 1006.40 (3)(d)

Areas that Require Special Consideration

- Religion – factual media which represents all major religions.
- Ideologies – factual information or philosophy which exerts a strong force in society.
- Sex Education – factual information appropriate for the age group or related to the school curriculum. (Reference Florida School Code 1006.34(2)(b) Standards for Selection)
- Science – factual information about medical and scientific knowledge.
- Profanity – use of profanity does not automatically disqualify a selection. Effort is made to exclude media using profanity in a lewd or detrimental manner.
- Sex – pornographic, sensational, or titillating material is not included, but the evidence of sexual incidents appearing in the media does not automatically disqualify its use. (Reference Florida School Code 1006.34(2)(b) Standards for Selection)

Selection Aids

Selection aids are available on the web and through the Media Resource Teacher. They include, but are not limited to:

- [Follett's Titlewave](#) or other jobbers
- [Booklist](#)
- [Bulletin of the Center for Children's Books](#)
- [School Library Journal](#)
- [Crowdsources ex. Good Reads, Common Sense Media](#)

[Helpful hints regarding purchasing](#)

Inventory

The State Department of Education requires each school to conduct an annual inventory (State Statute Chapter 274.02), which provides a detailed account of the total numbers of print, non-print and instructional equipment in a school. Inventory should be started at the beginning of the year and run all year. As time allows, scan sections of the library. You do not have to wait until the end of the year to do inventory. The media center does not need to be closed for inventory. Inventory information is located on BPS Media Matters Site.

There are several ways to conduct an inventory: 1) use a laptop with a scanner and move it around the Media Center to scan every barcode, and 2) use a handheld, portable scanner (a scanner that includes storage of scanned barcodes that can be later uploaded). Inventory should be finalized (click **finalize** in Destiny) at the end of the school year. Materials are examined for repair or replacement in the inventory process. Often, major weeding takes place during inventory scans.

Inventory functions within Destiny are found under the Admin tab. This document, Weeding and Inventory, can help you get started. Additionally, the "How Do I?" Link on each Destiny screen, as well as the instructional videos accessed via the "Help" menu, provide step-by-step instructions. You can also access information from the BPS Media Matters Site.

Collection Analysis
Follett offers two options for collection analysis which are built into the Destiny software program.
- Titlewise offers an indepth look at your collection.   Once uploaded, this detailed analysis examines your collection's age, audience, diversity, etc. There are also links to suggested replacement titles in Titlewave for updating your collection. Follow the steps included here to upload and review your collection. You can also use this Collection Analysis document for directions and the Collection Analysis Review document to assist you in this process.
- Enriched Reporting is found in the Reports section of Destiny. This gives you a briefer, but live analysis of your collection and allows you to view broader aspects quickly. For directions on running this report click here.

Weeding

In an outstanding library media program there is a planned, deliberate weeding program along with a systematic analysis of the LMC's holdings. Weeding should be an ongoing process and a commitment to keep an up-to-date collection a priority for the LMS. It is a professional responsibility and a way to learn about your collection. Weeding is selection in reverse or "deselection" and as important to a good collection as purchasing. Weeding is best done:
- Provide for the regular removal or discontinuance of books based on, at a minimum, physical condition, rate of recent circulation, alignment to state academic standards and relevancy to curriculum, out-of-date content, and required removal pursuant to subparagraph (a) 2.
- New Book Decision Tree
- Continuously throughout the year, although some choose to weed while doing inventory, to take advantage of 'hands-on' time.
- In small numbers at a time.
- In targeted small sections of the collection.
- With support of the principal and library advisory committee.

Criteria for determining what to weed:
- Items which have not circulated in a given time period (five years for most books, 10 years for history books).
- Items which contain dated, misleading, or superseded information.

- Items which are not appropriate for the audience you serve.
- Items which no longer support the curriculum.
- Damaged items which cannot be economically repaired.
- AV items which are in such poor condition that they are no longer useful.

Dewey Classifications/Suggested Ages for Weeding

000 Generalities 2-10 years
100 Philosophy 10 years
200 Religion 2-10 years 700 Arts 5-15 years
300 Social Science 5-10 years 800 Literature Flexible
400 Language 10 years
500 Sciences/Math 5-10 years
600 Technology 5-10 years
900 History 15 years
Biographies Flexible Encyclopedia 5-7 years
Fiction 10 years
Reference evaluate on individual basis
Periodicals 5 years
Almanacs 3 - 6 years

Discarding Materials (DCR)

When print and non-print materials are weeded from the collection the following steps must be followed:

1. Stamp or write "discard" in a prominent place on the material.
2. Delete from computer records.
3. Mark through identifying barcode labels with a permanent marker.
4. Materials need to be packed in small, easy to lift boxes and sealed securely.
5. Check with the individual responsible at your school for the necessary DCR procedures. Identify cartons as containing library books only or AV materials. Do not mix library books and materials with textbooks.
6. Equipment may not be combined with print or non-print library/media materials for DCR. They must be reported separately.

Do not DCR anything that has a property control tag without contacting the point of contact at your school.

Processing

- Check shipment against invoice and/or packing slip and requisition. Missing materials may be back-ordered, temporarily out of stock, canceled, etc. Check materials for completeness and condition. When the order is complete, notify the school bookkeeper, according to her preference (email, initially packing slip, or…)
- Typically, materials are ordered completely processed by vendors to include bar codes, spine

labels, mylar jackets or laminate, and MARC data, received either by electronic download. When a vendor-processed order is received, the local media center should write the bar code number (or affix secondary barcode label), in the back cover of the book, along with stamping the book on the title page, and a few other strategic locations, with the library name.
- If local cataloging and processing is required, materials, print and non-print, are assigned a Dewey classification number or letter and a bar code number. The designation for media should follow the ALA guidelines. Cataloging information is located on BPS Media Matters Site.
- Processing supply companies, such as Demco and Brodart are listed in the acquisition section of Resource Management.

Challenge Procedures

Before entering into the formal complaint process, attempt to resolve the parental/guardian concern informally at the school level. View detailed procedures on the BPS Media Matters Site.

Challenge Procedures (Policy 2520, 2521)
Grievance procedures concerning instructional materials; including textbooks, library media materials, and supplemental classroom materials. Please read carefully.

- These procedures were developed to ensure timely and objective review of materials.
- Parents/guardians of students currently enrolled in and attending classes in Brevard Public Schools, or Brevard County Residents may file a complaint concerning the use of particular materials.
- Materials will be judged as a whole, not in part.
- Only after the formal complaint and committee decision procedures have been completed may a challenged material be removed from use in the school where the complaint was initiated.

How to Handle a Challenge:
Before entering into the formal complaint process, attempt to resolve the parental/guardian or resident concern informally at the school level. There are three levels of complaints, follow the procedures in the order listed below. When dealing with controversial materials, please read all steps carefully and follow the procedures as listed.

- The first level is the School Level Informal Complaint, which occurs through an informal conversation and/or possibly a meeting with the principal and all involved.
- The second level is the District Formal Review

School Level: Informal Complaint
If school material is challenged, school personnel should:

Be positive, professional and calm, recognizing the sincerity of the complaint. Listen with empathy. Verify that the child is currently enrolled and attending your school. If so, proceed to the next step. If not, direct the complainant to the appropriate school. Or verify the complainant is a Brevard County resident. (If you have questions, contact your district library media or appropriate subject area resource/content teacher.)

Attempt to resolve the complaint informally through conversation at the time it is received. Don't hesitate to ask for time to investigate or become familiar with the material if needed. Get back to the

complainant in an expedited manner.

Schedule an informal meeting with all parties and the principal regarding the complainant's concerns. Explain the selection procedures for materials, criteria for selection, and role the material has in the media center or classroom.

Do not remove disputed media when a complaint is made. The complainant may request his/her child be excused from using the material and be provided with an alternative assignment. When a complaint cannot be informally resolved, explain the established complaint procedure and supply the request for reconsideration form, located on the Brevard Public Schools website. Advise the complainant that the entirety of the work must be read and should be given careful personal review prior to form submission.

Follow the established procedures throughout the entire process.

Maintain complete written records of all communication about the complaint.

Adhere strictly to the established procedures.

Notify the district library media and appropriate subject area resource/content teacher on the day the complaint is made. The principal shall notify the Assistant Superintendent of Curriculum and Instruction.

Follett Destiny Library Software

Follett Destiny is the online union catalog software we use in Brevard County schools. Each school's holdings are uniquely coded for ownership within the program, and patrons can search within your school, only, or within the entire district, depending on the patron permissions assigned. The catalog has two 'faces': one in more traditional catalog form (Back Office used by Media Specialist) and another, Destiny Discover, (used by staff and students) providing a more up-to-date interactive interface which tends to appeal to today's students.

Support

Workshops in Destiny are offered periodically for Brevard media specialists, usually through after school PLCs (professional learning communities). Media Mentors can also provide assistance in this area. Additionally, there are links within each section of Destiny called "**How Do I?**"[upper right] as well as **'How-To'** videos which are linked via the actual "**Help"** button [far upper right]. Other information related to Destiny Library Manager can also be found at the BPS Media Matters site. You will need your school's customer number when contacting the Destiny Help Desk for personal assistance. Customer number is located in Destiny, Admin, Site Configuration, Site Info. The Follett Destiny Tech Support: number is 877.899.8550. As an alternative, you can use their interactive webpage to email questions or to search their Support database. Finally, if you wish, you can also subscribe to the Follett Community.

Logging In

 Use the Follett Destiny app on Launchpad or go to: http://brevard.follettdestiny.com and select your school from the list. The Login button is in the upper right-hand corner. Log-ins have various access levels assigned to them. Students log in under their ID

numbers (in both username and password boxes). Staff members log in under their normal district log-in (last name.first name), with their employee ID numbers as their password.

How to PRINT overdue notices

Click here to view a video on how to print overdue notices.

Beginning of the Year Setup

Each new school year, your Destiny calendar needs to be set up, noting closed days, etc. You will also want to check your library policies (per patron type) and see how these policies are currently set. If you are a new media specialist, you will probably not want to change any policies until you have a chance to see how and why things are currently set up as they are. After you have had some experience in the school (and have spoken with your Brevard mentor, if you're a new media specialist) you may then want to make adjustments. Make sure your policies encourage, rather than discourage reading. As a general practice, elementary schools do not charge library fines. Additionally, some secondary schools offer a "Can the Fines' program in which students have the option of bringing in a canned good for the Sharing Center or similar program, as an alternative to paying a book fine. The **Admin** tab is where much of your 'behind the scenes' policies and configurations are set, along with various patron functions (including uploading student pictures), as well as Inventory and Job Manager.

- Calendar quick reference guide. (step by step picture guide)
- Setting Up Library Manager for Circulation
- Setting Up Library Policies - Patron Types
- Set Up Circulation Types
- Ceiling Date: Due date that overrides the normal loan period's calculated due date when the ceiling date is earlier. A Ceiling Date is normally used for the end of the school year. On this date, checkouts revert back to the normal loan period. See the Setting Up Library Policies - Patron Types for directions on how to do this.

Patrons

Both students and staff are updated regularly (usually daily) by the district, to reflect any changes in the student or personnel database. Media specialists should not add patrons on their own at the school level. The only exception would be the addition of local parents or community volunteers, as needed. At the elementary level, students' homeroom teachers are imported automatically by the district. At the secondary level, students' 'homeroom' designation is actually their language arts/English teacher. Intensive reading teachers are used when no language arts or English teacher is assigned to that student.

There are times when notes need to be added to a student's patron record. This could include statements regarding reading levels, special needs, parent requests to restrict certain genres or titles, the frequent return of damaged materials, etc. Adding notes into Destiny

Cataloging

To add a book (or other resource) to your collection, watch this video. Please note: only library materials should be cataloged in the library system, textbooks and other items that are not part of the library inventory should not be cataloged.

If you find a match in the district (red schoolhouse symbol represents items existing in Brevard), just

click **Add Copy** and complete the necessary information*. *If you've never cataloged before, be sure to attend a workshop on this subject or see your Brevard mentor. Access Destiny help and/or* **BPS Media Matters Site**.
- Adding title Records Resources
- Adding copies
- Import Title Records
- Import Title Records from Titlewave

If no matching title exists in the Brevard collection, select a matching Alliance Plus (Follett) record, represented by the blue A+ symbol. Then Add Copy (as above).

If no matching title exists in either the Brevard (red schoolhouse) or Alliance+ database, refer your cataloging needs to one a mentor media specialist.

When books are ordered through Follett the records are completed for you, you just need to import records.

Additionally, here is a Book Processing 101 document that offers step by step instructions.

Circulation

Basic check-in, checkout, and renewal functions are found under the circulation tab.
- Check Out Library Resources To Patron
- Check Out Library Resources By Homeroom
- Checking In Library Resources
- Circulating Library Resources

Inter-Library Loan (ILL)

ILL Guidelines:
- **All ILL requests must be done via Destiny** (instructions in the following section) or send an email to the schools that have the title and request it directly.
- Each school will use their discretion (with regard to demand, time constraints, school needs, etc.) regarding whether to approve/decline the loan request. (Be aware that titles in high demand will probably not be loaned.)
- All media specialists participating in ILL should check their "Processing Needed" requests in Destiny daily and respond accordingly.
- Materials should be returned in a timely manner.
- No booksets will be loaned unless media specialists make individual arrangements directly with a neighboring school. Requests should not be sent through the media specialists' email distribution list.

How to place an ILL: (PDF Attached**)**
- Go to **Circulation**; click **Holds/ILL**
- Find the patron who wants the item and **Add Hold**
- Type the title and search **All Participating Libraries**; click go
- Choose the **record with the most copies available** off-site; click "**Hold It" n**ext to the Record
- Check your request settings; click **Save**
- Choose a school
- Use **Delivery Method** pull-down menu to choose "**Ship It"**
- Click **Save**

- Step-by-step instructions, with screenshots, can be found on the [**BPS Media Matters Site**](#).

Processing Daily Holds
- Look for the little red flag in the top right corner (**Processing Needed).** Here you see requests you have made as well as requests made by your school. You will also see your students' holds from within your own collection. If you don't see the flag go to Circulation, Holds/ILL, on the top right click View Requests.
- For requests made of you, choose either **Ship It** or **Decline**. (FYI: There are many reasons media specialists may choose to decline a request, so don't take offense if your request is declined. Just find another school to ask.) Put any item(s) you have agreed to share into a courier envelope and place it in the courier ASAP.
- If a book you've requested is being sent by another school (the school has clicked the Ship It button at their end), it will say **En Route**. [Until the school clicks Decline or Ship It, the hold will say "pending".]
- When the item you've requested arrives in the courier, pull up the patron (teacher or student who requested the ILL). Click holds. On the far right there will be a **green check mark/ILL.** Click the green check mark to **check the book out to the student.**
- When an item you have loaned to another school has been returned to you, click "**Receive."**
- At any point, you can view all ILL requests and also see which students have books checked out from other schools. To see all Hold Requests (from within and outside your school) when the Processing Needed flag and link are not visible, go to **Circulation→Holds→View Requests** (button upper right)

Reports

Various "library" and "patron" reports are available in Destiny. Look through the list to see which will be the most valuable to you. To save time, you can save the formatting of your reports for future use. Explore this section well at the beginning of the year, so that you know what's available to you before the need arises. All Reports are sent to the **Job Manager,** which can be found under the **Admin** tab.

Ebooks

Follett ebooks
Media specialists have the option of purchasing ebooks as part of their library collection. Ebooks purchased via Follett have many interactive features, including highlighting, note taking, and built-in dictionary functions. Follett ebooks are searchable via Destiny. Follett ebooks are only available to your school and are searchable via the Follett app on launchpad.

Overdrive/Sora
Media specialists have the option for purchasing ebooks using **Overdrive Marketplace**. Ebooks purchased via Overdrive have many interactive features, including highlighting, note taking, dictionary functions, and dyslexic font. Overdrive ebooks are searchable via the **BPS Sora app** on Launchpad. Sora ebooks are available to all schools and are searchable via the Sora app or Destiny.
[Ordering through Overdrive for Sora Checklist](#)

Destiny Discover

In Destiny Discover, students and staff can search for books and resources that are available through the media center. They can also see their checkouts and holds under **My Stuff**.

Settings and permissions for Destiny Discover can be found on the home page under **more.** Click on **Admin.** Here you can change permissions and display for all of the users.

The Follett Destiny App is located on Launchpad for media specialists, students, and staff.

Students can also download the Destiny Discover app to their personal devices.

There is a Follett Destiny app available for media specialists to download to your cell phone for check in and checkout.

Access Levels

To create an access level from the site:

1. Log in as a Site Administrator with the *Product Access Levels* permission.
2. Select **Admin > Access Levels**.
3. Click **Add Access Level**. The Add Access Level page appears.
4. In the **Access Level** field, type a name for this access level.
5. For each permission you want this new access level to have, select the applicable checkboxes.
6. (Optional) If you want to edit access to a resource group, use the Resources sub-tab (Resource Manager). This illustration shows the relationship between Access Levels, Permissions and Resource Groups:

```
            Access Levels

                ╱  ╲
               ↓    ↓
        Permissions   Resource
                        Groups
```
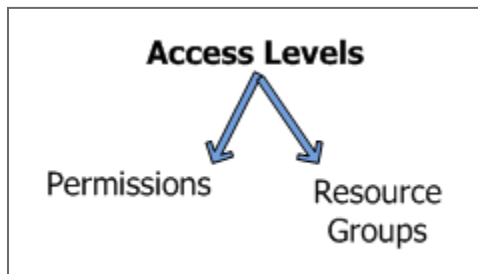
7. When you are done selecting permissions for the new access level, click **Save**.

The access level you created appears on the Access Levels page.

● See Define Access Levels (District) for steps a Destiny Administrator can use to create an access level from the district.
● See the Security Setup training materials for Library Manager or Resource Manager for more details on permissions and access levels.

Program Administration
Staff
Job Descriptions
[Media Specialist](#)
[Media Assistant](#)
(Media Assistant position removed beginning 2021 school year)

Volunteers
The varied responsibilities and budget cuts have put an increasing demand on school library media specialists and their time. The school volunteer enables the media specialist to be more responsive to the needs of students and teachers.
Volunteers may be utilized in the library/media center in accordance with school board policy. Volunteers must follow the BPS policy before they can assist in the media center. Registered volunteers are able to work in the media center and around the school. They are also able to work one on one with students and attend in county and out of county field trips. Information on current policy may be obtained from the [Department of District and School Security](#).

Suggested Activities for Volunteers:
- Assist with library activities/celebrations
- Assist with student book selection
- Prepare bulletin boards and displays
- Check in materials
- Help with book fairs
- Read/Listen to small groups
- Assist with inventory
- Copy and laminate materials
- Pull teacher requested books
- Sort overdue notices
- Straighten/shelve materials
- Prepare book displays
- Repair books

Library Media Advisory Committee/SAC/Literacy Committee
As you strive to develop and maintain collaborative relationships with your faculty, consider being part of one of these committees. This group can serve as your eyes and ears and give you feedback about how your program procedures and policies are working to serve your patrons. As people who know you and your program, they often provide a knowledgeable support base when the media program is being scrutinized. Consider using this group for providing input into keeping your program visible and positive. Typically, the members of this committee include the media specialist, a couple of classroom teachers (representing different grade level groups), literacy coach, a parent, an administrator and, if appropriate, a student.

Budget and Purchasing
The library media specialist should maintain a current record of all budget accounts. The Brevard School District is governed by Florida State Statutes, administrative rules and board policies for the procurement of equipment, goods and services. The policies of the district are set forth in School Board Rules 6320 and 6610 (D). Contact your bookkeeper for current procedures and policy for

purchases.

Before purchasing new equipment and materials, library media specialists must contact the school's bookkeeper to assure the vendor is approved. Once the vendor is approved, the media specialist needs to complete a Purchase Request form and give it to the school bookkeeper. (Please know the school bookkeeper needs 3 to 4 days to submit P.O. in order to receive approval.) The bookkeeper will secure a purchase order number and submit the order to the vendor. When equipment costing more than $1000 is received, property control issues a district number which must be attached. When such purchases are made from internal accounts the bookkeeper/secretary must request a property control number. If you have any questions or concerns about media funds, vendors, fundraisers, etc., speak with your school bookkeeper.

School Board of Brevard County Property Records Guidelines

Florida State Statutes, Chapter 274, and The Rules of the School Board of Brevard County, FL, Chapter 6Gx5.601, provide the authority under which we must maintain our inventory records system. Non consumable items with a cost of $1000 or more must be placed on our property records inventory. **State law also requires that this property be inventoried annually**.

- **Major Tangible Personal School Property** is any tangible property of a non-consumable nature owned by the Board, which has a value of $1000 or more and a normal life expectancy of one year or more.
- **Minor Tangible Personal Property** is any item that is tangible, of a non-consumable nature, with a life expectancy of one year or more and a value between $5.00 and $999.99. When items are purchased with a cost of $1000.00 or more using a School District Requisition, the purchase will be flagged for a property tag. That tag will be sent to your school or department to be placed on the items as directed. Please provide the correct object code when making any purchase. The object codes that will trigger the system to provide a property tag number will be 621, 641, 643 and 691.

State Library Media Allocation Funds (405)

Each year the Florida State Legislature budgets funds for the library media programs. These funds are based on the six-day count. This funding is intended to supplement the media budget allocation from school FTE earnings.
These funds can be used to purchase:
- Books
- Ebooks
- Audio -visual and electronic media
- Periodicals/ information database subscriptions
- Manipulatives (legos, keva planks) to support STEAM/ Makerspaces

These funds should **not** be used for:
- Equipment
- Technology
- Furniture
- Reading test (AR, Reading Counts)
- Travel
- Consultants

All materials acquired with these funds should be cataloged and inventoried as part of the library media collection. Money must be spent by the end of the year, you will need to check with your bookkeeper for these dates.
PCard: Use of school card- there is a hard deadline and you will need to work with your bookkeeper

for a date.
Line Item Purchase Order: a purchase order where each item is written out- line by line, title by title and listed on the PO. Can not be an attached list.

Work with your bookkeeper for dates, and the best type of PO for you and your school.

The project number for these funds is 000405.6300.612.

Object Code Description

511 Supplies
530 Media Periodicals (function 6200)
611 Library Books (new library)
612 Library Books (existing)
621 AV Materials – over $1000
622 AV Materials - under $1000
641 Furniture, fixtures & equipment - equal to or over $1000
642 Furniture, fixtures & equipment - under $1000
643 Computer hardware - equal to or over $1000
644 Computer hardware - under $1000
691 Computer software - equal to or over $1000
692 Computer software - under $1000

Current updates are available through your bookkeeper.

Theft and Property Damage
Theft and property damage should be handled in accordance with the Vandalism Property Damage and Theft section of the School Security Manual. Property Control personnel will then list these items as stolen on your Property Inventory

Gifts and Donations
School Board Policy 7230 Gifts, Grants, and Bequests
The school library / media center welcomes gifts of books and other materials provided:
- They meet the same standards of selection as those applied to purchases.
- They can be integrated into the general library collection and do not need special housing.
- The school library media center staff may dispose of the gift at its discretion.
The library/media specialist will acknowledge the receipt of the material but does not have the responsibility of assigning a value to it.

Furniture
Media Center furniture should include comfortable seating for leisure reading, as well as furniture for individuals, small groups, and large group instruction. Although decisions and funding related to your main media center furniture will be under the purview of the district, there are smaller items that can be purchased via library supply companies. Be sure that anything you purchase meets the safety standards for use in schools. Contact Environmental Health & Safety's Fire Safety division

Book Fairs
Book Fairs may be held in the school or at a bookstore or virtually. Volunteers are frequently utilized in the school book fair. Monies collected should be deposited in the school internal accounts and earmarked for the benefit of the media center program. Only a school board employee should sign the money collected form. It is recommended Elementary Schools to have books and materials for

elementary aged students.

Some book fairs that are frequently used are:
- Scholastic Book Fairs
- Barnes and Noble
- Literati Book Fairs (Follett)

Fines

Adherence to these policies indicates the need to continue to allow students access to the library media collection, while still teaching them responsibility.

The library media center staff is charged with encouraging responsible patron behavior by establishing appropriate due dates for return of borrowed materials. In addition, media center policies should be in keeping with School Board policies regarding the safeguarding of library media materials.

Students shall be held responsible for the cost of replacing any materials or property which are lost or damaged through their negligence. (Board policy 2520)

The Board authorizes the imposition of fines for the loss, damage or destruction of school equipment, apparatus, musical instruments, library material, textbooks, and for damage to school buildings. (Board policy 5513)

When school property, equipment, or supplies are damaged, lost, or taken by a student, a fine will be assessed. The fine will be reasonable, seeking only to compensate the school for the expense or loss incurred.

The late return of borrowed books or materials from the school libraries may be subject to appropriate fines. (Board policy 6152) Please note that overdue fines at the elementary level are not recommended by the media guidelines.

These School Board policies emphasize the authorization and responsibility of the school officials to attempt to compensate for the loss, damage or late return of library media materials. However, it is important to recognize the restrictions associated with collecting these fines.

No student shall be denied any educational opportunity because of his/her inability to pay any fee or charge imposed. (Board policy 6152)

While all reasonable efforts shall be made to collect for damaged or lost library books or textbooks, under no conditions shall the transfer of a student's cumulative record be delayed or denied for failure to pay any fine or fee assessed by the school. Progress reports to parents (report cards) may not be withheld for failure to pay any fine, fee, or an assessment for lost or damaged books. (Board policy 8330).

Best practice:
- Elementary schools clear as many student accounts (by collecting overdue books) as possible for graduating 6th graders.
  - Middle schools attempt during the 1st nine weeks to collect elementary books and return via courier. After the 1st nine weeks the middle school may clear the student accounts of elementary books.

- Middle schools clear as many student accounts (by collecting overdue books and clearing any fines) as possible for graduating 8th graders.
  - High Schools attempt during the 1st nine weeks to collect middle school books and return via courier. After the 1st nine weeks the high school may clear the student accounts of middle school books.

- There is no expectation for one school to collect fines for another school. Money is not allowed to be sent in the courier to another school.

Alternatives to Fines
- Students work (shelving books, wiping down shelves and tables, pushing in chairs, processing new books, check book order on the shelf) in the media center. Students can do jobs, based on ability level, to pay off their fine owed.
- Students can "read off" their fines
- Students are put on a payment plan. If the student has snack money, book fair money, etc., they give a portion of that money as payment of the fine.
- Reduce the fine to an amount that is reasonable for the student's ability to pay.
- Replace the book with a book from home.
- Arrange for a student to read to or mentor another student.
- Offer a "Can the Fines" program in which students bring a canned good for a food bank, as an alternative to paying a fine.

Access

Media Center Hours and Scheduling
Media Centers should be available for student and teacher use before and after school and through lunch periods. (as available) Access to the media center includes availability to the media center and its resources, student check-out when books are overdue or missing, and proper use of computers.

Flexible class scheduling is ideal for the media center. Having open access to the media center throughout the day is key to ensuring that students have the books and resources they need. With flexible scheduling, the media specialist can teach classes and collaborate with teachers more easily.

Acceptable Use Policy
The School Board's AUP policy for students and staff can be found in School Board policies 7540.03 and 7540.04.

Library Media Center Website

Every library media center should have a website, which the media specialist is responsible for creating and maintaining. Please refer to Your School Website for information that should be included on both your school's website and your website to follow state laws.

Criteria for an outstanding LMS website include:
- The LMC website is linked from the school homepage and is evident on the school homepage.
- The LMC website is organized to provide access to information to meet student and faculty needs.

- The LMC website reflects the mission of the program and primary program elements: reading, information literacy, and technology.
- The LMC website provides access to online databases from school and home.

If your media center does not currently have a web page, consult with your technology specialist, your Brevard media mentor, or your tech integrator. Also, refer to the district web page specifications at: in School Board policy 7540.02

Technology

The Library Media Specialist is responsible for modeling innovative technologies and use of technologies. Some resources to assist you in this responsibility are below.

General Assistance
Technology Integrators' Website:
Everything you ever wanted to know about every aspect of technology at your school. Visiting this website is an absolute MUST. BrevardEdTech

AASL Best Digital Tools for Teaching and Learning

Program Evaluation
Why do you need to evaluate your Library Media Program?
Evaluation will help you determine if your program is meeting the needs of your school community. This information can then be used for making strategic programming decisions.

Student/Teacher Feedback Survey
It is important to assess the needs of the students and teachers in your school. This can be done through surveys, questionnaires, face to face, and informal conversations.

Evaluation Rubric Evaluation Rubric
Click here for a streamlined rubric to assist in program evaluation.

Advocacy

In-School

In an outstanding library media program statistical reports are shared with the administration on a regular basis. Teacher/student policies and procedures are put in written form and distributed. In house reminders and announcements are distributed on a regular basis. The LMC website is aligned with the curricular and recreational needs of students, and the informational needs of faculty, staff and parents.

Suggested advocacy methods include:
- Statistical reports to administrators (whole group instruction; small group instruction; circulation statistics; classroom teacher assistance; individual student usage, etc.)
- Communication with faculty through newsletters, emails, library media calendar, school news
- Media Center Website links tailored for staff as well as students
- Faculty assistance and support (tech assistance, curriculum-related resources, website suggestions, Web 2.0 awareness/training; small group and individual staff training in info and tech literacy)
- Media Center as arena for school-wide events
- Staff surveys
- Use of Promotional Items, such as bookmarks, flyers, banners, posters, etc.

Parents/Community

An outstanding library media program collaboratively plans parent involvement activities with teachers and administrators. The library media program also works collaboratively with the local public library to provide resources and services to students, teachers, and parents.

Suggested advocacy methods include:
- SAC involvement
- Library Advisory Committee
- Public Library Connections
- Parent Involvement Activities (speakers, volunteers, tutors, Family Night reading promotion events, etc.)
- Parent/student book clubs
- Media center articles for parents in school newsletters (including online databases, website links, etc.)
- Parent surveys

Florida Power Library School Award (If interested)

The Florida Power Library School Program is designed to bring recognition to the role that school library media programs and staff play in promoting school achievement. Qualified Brevard media specialists are encouraged to apply for this prestigious designation. Award-winning media specialists and principals will receive a banner and recognition at both the district and state level. The media specialist will be asked to mentor at least one future applicant and the school may serve as a demonstration school.

First-time applicants are required to have at least three years' experience as a media specialist and should be prepared to document successful implementation of the best practices outlined on the ExC³EL Evaluation Rubric. The application process includes the completion of a portfolio, a video,

and a site visit. The award must be renewed every five years in order to maintain the designation. The renewal process involves reflections on the growth of the media program during the proceeding award cycle. The [FASM website](#) contains application documents, timelines, and other detailed information about the program.

Professional Involvement

Florida MLS Programs

- University of South Florida
- Florida State University

Professional Organizations

Brevard media specialists are expected to maintain membership in professional organizations, including BAME and FAME. They may further benefit from membership in one or more of these additional groups:

BAME (Brevard Association for Media in Education)
FAME (Florida Association for Media in Education)
ALA (American Library Association)
AASL (American Association of School Librarians)
YALSA (Young Adult Library Services Association)
NCTE (National Council of Teachers of English)
ILA (International Literacy Association)
ALSC (Association for Library Service to Children)
ISTE (International Society for Technology in Education)

Leadership/Presentation Opportunities

Media specialists are encouraged to participate in leadership opportunities at the school, district, state, and national levels. The strength of the profession depends upon the advocacy of its members, and their willingness to share, model, and lead. Opportunities include:

School Level
- Lead staff development sessions for faculty, departments, and teams
- SAC Member/Chair/Presentations
- PTO Member/Chair/Presentations
- Committee Involvement/Chair: Technology, Literacy, Standards Team, Peer Mentor Team, etc.

District Level
- Sharing successful lessons/practices at BAME regional meetings
- In-service presentations on Professional Development Days (school & district)
- District-wide curriculum product development (handbooks, guides, blogs, websites, lessons, etc.)
- Present at media PLC meetings
- Serve as mentor to a new media specialist
- Serve on a steering committee for a district-level event (SSYRA Events, FTR, etc.)
- School Board Presentations

State Level
- Presentation at FAME, FETC, or other statewide conference
- State Committees (Children's Book Award, Florida Teens Read, SSYRA, SSYRA Jr, Professional Development, etc.)

National Level
- Presentation at ALA or other national conference
- National Committees

Training/Staff Development

The Office Professional Learning & Development (PLD) is responsible for training and professional growth for all employees in the district. This office assists with re-certification of teachers through in-service credit. The district in-service days are major training days sponsored by PLD. The Brevard County Induction Program for new teachers is coordinated through PLD. For more information, visit the PLD website.

BrevardEdTech (Technology Integration)
District Technology Integrators serve specific regions of Brevard schools. They assist classroom teachers, media specialists, and administrators. For more information, visit the BrevardEdTech site.

Clinical educator training, (CET), is available as an in-service to all district teachers. This training is required for a teacher to supervise a college intern. For a schedule of training dates, contact Professional Learning & Development.

Copyright

The federal copyright law governs the duplication, distribution, use, and display or performance of all copyrighted materials, including printed matter, audiovisual materials, television programs, and computer software. Violation of the law can subject the violator to legal action by the copyright holder resulting in the levying of fines and/or compensatory damages. Nonprofit status or public ownership do not provide a haven from the law, and public schools are subject to its provisions just as are other agencies and businesses. However, there are exemptions which provide some latitude for the use of copyrighted materials for instructional purposes under the doctrine known as "fair use". These exemptions, while helpful in facilitating instruction, do not apply for non-instructional purposes, such as reward or motivation.

- BPS Media Matters Site - Copyright
- 1 Page Guidelines for Teachers

Board Policy 2531 – COPYRIGHTED WORKS
The Board directs its staff to use copyrighted works only to the extent that the law permits. The Board recognizes that Federal law applies to public school districts and the staff must, therefore, avoid acts of copyright infringement under penalty of law.

In order to help the staff abide by the laws set forth in Title 17 of the United States Code, the Board directs the Superintendent to provide administrative procedures regarding the copying and distribution of copyrighted materials for instructional purposes and for the appropriate use of copyrighted material on the Board's web site.

Because the Board hosts a web site and stores information on it at the direction of users, it is classified as an on-line service provider for copyright purposes. In order to limit the Board's liability relating to material/information residing, at the direction of a user, on its system or network, the Board directs the Superintendent to annually appoint an individual as the agent to receive notification of claimed infringement. A link to the agent's name, mailing address, telephone number, fax number, and e-mail address shall appear on the homepage of the Board's website. Such contact information, along with the appropriate filing fee, shall also be provided to the Copyright Office of the Library of Congress.

Additionally, the agent's name, mailing address, telephone number, fax number, and e-mail address shall be included in the student handbook for each school. The agent shall be responsible for investigating and responding to any complaints. 17 U.S.C. 101 et seq.

__Fair Use Principles.__ Under the fair use doctrine, copyrighted materials may be reproduced without authorization for the purposes of criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research following these general guidelines:

A. *PURPOSE AND CHARACTER OF THE USE.* The use must be for such purposes of teaching or scholarship and must be nonprofit, not commercial.
B. *NATURE OF THE COPYRIGHTED WORK.* Staff may make *single* copies of: a chapter of a book for such use as instruction, preparation for teaching or research; an article from a periodical or newspaper; a short story, essay or poem and a chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper.
C. *AMOUNT AND SUBSTANTIALITY OF THE PORTION USED.* Copying the whole of a work cannot be considered fair use: copying a small portion may be considered fair use if appropriate guidelines are followed. The amount and substantiality of the portion used must be reasonable.
D. *EFFECT OF THE USE UPON THE POTENTIAL MARKET FOR OR VALUE OF THE COPYRIGHTED WORK.* If resulting economic loss to the copyright holder can be shown,   making even a single copy of certain materials may be an infringement; and making   multiple copies presents the danger of greater penalties, thus, the potential market value of the work should not be affected.

[Copyright and Fair Use Guidelines for Educators](#)

Media Specialist Responsibilities Regarding Copyright

The school library media center has a responsibility to make school administrators, teachers, and staff aware of the law and its implications. Further, the library media specialist has an obligation to avoid engaging in activities which may expose the school and the school district to liability and to advise the school administration of any potential violations. The library media specialist should make a point of becoming informed about the law, "fair use", and the pertinent district policies and guidelines.

Copyright: © A Guide to Information and Resources 3rd ed., 2003 by Gary Becker has been distributed to all schools and should be on file in the school library media center.

Audio Visual Use

Brevard County Public Schools Bylaws and Policies-2540

The purpose of this policy is to establish consistent procedures for the use of AV materials including films, videos, CD's, etc. for classroom instruction. The instructor(s) bears the responsibility for full compliance with the following policy. (Brevard County Bylaws & Policies 2540)

A. **The instructional use of audio-visual materials must**:
   a. support and be consistent with Brevard County School Board education goals, policies, and specific course objectives
   b. adhere to copyright laws (see *Copyright: A Guide to Information and Resources* by Gary Becker, previously provided to each school)
   c. Reflect best teaching practices based on age appropriateness and instructional relevance.
B. **Audio visual instructional materials must**:
   a. withstand a school level review and/or selection process
   b. Undergo close scrutiny prior to use. It is the instructor's responsibility to view and/or listen to materials, assuring compliance with this policy.
C. **Videos from outside the school collection must**:

a. have the approval of the principal or designee prior to student viewing
b. not have the R*, X, or NC-17 rating. The showing of these videos is prohibited in Brevard County Schools. (Reference: F.S. 1006.34(2)(b), 847.012)

The District Audio Visual Use Policy must be included in the teacher handbook and be reviewed annually. New personnel and/or substitute teachers must be apprised of the policy upon assignment to the school. **Each school must establish a procedure to ensure compliance with the District Audio Visual Use Policy.**

*Requests for exceptions to this policy may be granted by the School Board. Requests must be submitted in writing at least thirty (30) days in advance of the planned viewing. The request must contain the rationale for the exception and be approved by the principal, area superintendent, and Superintendent prior to submission to the Board. If the exception is approved by the Board, parents must grant permission in writing before their child (ren) will be allowed to view the material.

Special note: The district offers no set list of approved videos for school use. Rather, adherence to the above policy determines which videos are appropriate for your student population. Establish and follow your school review process and include written parent permission whenever you find it advisable, particularly if a decision is made to show a film with PG or PG-13 commercial rating.

Fair Use
This part of the copyright law allows for teachers to use videos as part of their face to face instruction when it supports their classroom curriculum. It must be documented in their plan book and there should be a purpose behind it. Showing a video as a reward or for a celebration does NOT fall into this category. Public performance license is required for showing a movie in its entirety without face to face instruction.

Showing Videos Via a Streaming Service
According to copyright guidelines and district policy streaming is not allowed. When you subscribe to Netflix, Amazon Prime, Disney Plus, etc. it is a private contract between you as an individual and the company. Renting a video from one of these services (above and beyond your subscription), it is still under a private contract between you. Public performance licenses also do not allow for streaming. This applies to classroom teachers, after care personnel, and PTO.

Classroom Video Approval Form

F.S. 1001.41, 1001.42, 1012.27, 1006.28(3), 1006.29, 1006.41,
F.S. 1006.42; Rule 6A-6.3411, 6A-7.074

Resources for Support

Help Desk

The Help Desk can be searched in the global email directory under "Help Desk". The phone number is **x11735**.

For most tech questions, you should **check with your technology specialist before contacting the Help Desk.** He or she may then refer you to the Help Desk. This reduces the number of requests coming into the Help Desk, since your tech may be able to resolve the problem. However, if your tech specialist is not in the building and the need is urgent, feel free to contact the help desk directly.

District Library Media Resource Teacher

x11337 [Media BPS Media Matters Site](#)
The library media resource teacher is your advocate, consultant, resource person, trainer, and mentor, all rolled into one.

Customer Service

633-1000
The district maintains a customer service line designed for the community to use. However, school district employees may also call this number with questions or suggestions.

Printing Services

Print Shop Manager: **x11785**
The print shop can provide you with reasonably priced printing services for advocacy, instruction, special events, etc. Usually, these costs would need to be paid out of your internal library account.

BPS TV

Our district maintains a television station, on **Channel 198,** which broadcasts various instructional programs and special presentations, including school board meetings.

FDLRS (East)

Office of Florida Diagnostic & Learning Resources System
ESF Director: x11540; FDLRS Library x11546
[FDLRS](#) provides various services for teachers of exceptional students, including a resource library, housed at ESF. Any teacher whose enrollment includes an exceptional education student may borrow instructional materials and equipment, as well utilize other FDLRS assistance.

[AASL Website](#)

[Florida Virtual School Library](#)

NONDISCRIMINATION NOTICE

The School Board of Brevard County, Florida does not discriminate on the basis of race, color, national origin, sex (including sexual orientation, transgender status, or gender identity), disability (including HIV, AIDS, or sickle cell trait), pregnancy, marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information or any other factor protected under applicable federal, state, or local law. The district also provides equal access to its facilities to youth groups, as required by the Boy Scouts of America Equal Access Act. The School Board of Brevard County is in compliance with the Americans with Disabilities Act of 1990 (ADA) and the Amendment Act of 2008 (ADAA), the Florida Education Equity Act of 1984, Age Discrimination Act of 1967 and Section 504 of the Rehabilitation Act of 1973, Civil Rights Act of 1964 including: Title II, Title VI, and Title VII, United States Education Amendments of 1972 - Title IX, Age Discrimination in Employment Act (ADEA), and Individuals with Disabilities Act (IDEA). If you have questions, concerns, or wish to report possible violations of any of the above, please contact either of the individuals listed below for proper assistance and handling. Reasonable accommodations are available for persons with disabilities to complete the application and/or interview process. Applicants and/or individuals with disabilities requesting accommodations under the Americans with Disabilities Act (ADA) may contact the Director of Professional Standards and Labor Relations for assistance. Educators are required to follow the Principles of Professional Conduct of the Education Profession in Florida (State Board of Education Rule 6B-1.006, FAC). To report alleged educator misconduct, contact Dr. Beth Thedy, Deputy Superintendent and Chief Human Resources Officer, at 321-631-1911, ext. 11200 or Thedy.beth@brevardschools.org.

Disclaimer, Security Statement, Privacy Statement and Conditions of Use
For concerns involving:

The Public or Students Including IDEA and 504 matters Contact:

Title IX Coordinator Stephanie Archer2700 Judge Fran Jamieson Way Melbourne, FL 32940(321) 633-1000 Ext.

11395Archer.stephanie@brevardschools.org **Employees or Job Applicants Contact:**

Director of Professional Standards and Labor Relations. Karyle Green2700 Judge Fran Jamieson Way Melbourne, FL 32940(321) 633-1000 Ext. 11265Green.karyle@brevardschools.org

Under Florida law, e-mail addresses are public records. If you do not want your e-mail address released in response to a public records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing. For public records questions, please contact the Custodian of Public Records, at 2700 Judge Fran Jamieson Way, Melbourne, FL 32940, via e-mail at RecordsRequest@BrevardSchools.org, via phone at 321-633-1000 ext. 11453, or via fax at 321-633-3620.

Last updated 6/23 M.Slack