

## Library Media Program Expectations

### Introduction

The following guidelines provide an outline of expectations for school library media programs in Guilford County Schools (GCS). School library media coordinators (SLMCs) can refer to the [School Library Media Center Handbook](#) and the [Library Media Services \(LMS\) Department's professional learning offerings](#) for support in meeting these expectations. The [Yearly Outline of Responsibilities of the School Library Media Center](#) offers examples of monthly tasks that align with these guidelines to create a dynamic, student-centered space.

### Library Environment Expectations

- The school library media center collection is organized to meet the needs of the students it serves.
  - Accessible, appealing and age-appropriate signage assists users with locating materials.
  - Genrefied collections and dynamic shelving displays are used as much as space allows.
- The school library media center digital space is accessible, appealing and age-appropriate.
  - The physical organization of the collection is reflected in the digital space.
  - The school library media center mission statement, policies and hours of access, and catalog link are posted on the school website.
- The school library media center is set up in zones for different uses and functions in the space.
  - Expected zones are:
    - Instructional large-group zone
    - Collaborative small-group zone
    - Recreational reading or individual work zone
    - Makerspace zone
  - Furniture is appropriate to the purpose of the space and age of the students.
  - Furniture allows flexibility to rearrange the space.
- The school library media center technology sufficiently supports student independence and creativity.
  - Dedicated self-circulation and search station computers allow students to locate books and circulate independently.
  - The makerspace supports programs such as robotics, coding, 3D printing, or others as appropriate to the school.

Below Expectations	Meets Expectations	Exceeds Expectations
<input type="checkbox"/> Collection is traditionally	<input type="checkbox"/> Collection is shelved	<input type="checkbox"/> Collection is genrefied

<p>organized with limited front facing books.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Signage is inaccessible, inadequate, or not present.</li> <li><input type="checkbox"/> Destiny Discover catalog is not reflective of physical arrangement.</li> <li><input type="checkbox"/> The school library media center website does not offer information about policies and expectations; no link to the catalog is present or the link is hard to find.</li> <li><input type="checkbox"/> Furniture is only set up for large group instruction/meetings and is not flexible.</li> <li><input type="checkbox"/> Furniture is not appropriately sized for the students served.</li> <li><input type="checkbox"/> Self-circulation is not available.</li> <li><input type="checkbox"/> There is no makerspace.</li> </ul>	<p>with front facing displays and is organized to support browsing and discoverability.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Collection is clearly and appealingly labeled with adequate and accessible signage.</li> <li><input type="checkbox"/> Destiny Discover catalog organization matches physical organization.</li> <li><input type="checkbox"/> The school library media center website clearly states mission, policies and expectations, and links to the catalog.</li> <li><input type="checkbox"/> Furniture is arranged to support simultaneous use by different groups/individuals.</li> <li><input type="checkbox"/> Furniture is appropriately sized for the students served.</li> <li><input type="checkbox"/> Technology is available for at least one self-circulation station and one search station.</li> <li><input type="checkbox"/> There is a makerspace.</li> </ul>	<p>and dynamically shelved.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Destiny Discover catalog utilizes functions like customized topics, sublocations, and Collections that align to physical arrangement.</li> <li><input type="checkbox"/> The school library media center website has multiple access points for the catalog.</li> <li><input type="checkbox"/> Furniture can be flexibly arranged and zones are defined for instruction, collaboration, recreation, and makerspace.</li> <li><input type="checkbox"/> Separate self-checkout, checkin, and at least two search stations are available.</li> <li><input type="checkbox"/> The makerspace supports programs such as robotics, coding, 3D printing, etc.</li> </ul>
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## Instructional Expectations

- School library media center instruction is aligned to the [North Carolina Digital Learning Standards](#) and integrates core content standards as appropriate.
  - Elementary SLMCs refer to the K-5 SLMC Pacing Guide for lesson support.
- School library media centers utilize the [Super 3/Big 6](#) research model and SLMCs work with classroom teachers to integrate research into instruction.
- School library media center instruction regularly includes lessons on digital citizenship, copyright, intellectual property, and the appropriate use of artificial intelligence.

Below Expectations	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> <li><input type="checkbox"/> School library media center lesson plans sometimes align to the NC Digital Learning Standards and do not integrate content area standards.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School library media center lessons align to the NC Digital Learning Standards and sometimes integrate content area standards.</li> <li><input type="checkbox"/> The Big6/Super 3 or</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School library media center lesson plans consistently integrate content area standards with the NC Digital Learning Standards.</li> <li><input type="checkbox"/> The Big6/Super 3 or</li> </ul>

<ul style="list-style-type: none"> <li><input type="checkbox"/> A consistent research model is not used in the library media center or classroom instruction.</li> <li><input type="checkbox"/> Digital citizenship, copyright, intellectual property and artificial intelligence skills and ideas are taught once a year in a stand-alone unit.</li> </ul>	<p style="text-align: center;">other research model is used in the library media center to support research skills.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Digital citizenship, copyright, intellectual property and artificial intelligence skills and ideas are taught in stand-alone lessons throughout the year.</li> </ul>	<p style="text-align: center;">other research model is used in all classrooms to support research skills.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Digital citizenship, copyright, intellectual property and artificial intelligence skills and ideas are embedded in instruction throughout the year.</li> </ul>
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## Scheduling Expectations

- For maximum effectiveness, elementary school library media centers should operate on a hybrid fixed-flexible or fully flexible schedule to allow SLMCs to manage non-instructional school library media center responsibilities and collaborate with teachers.
  - A hybrid fixed-flexible schedule equates to no more than 15 classes per week.
  - The preferred and [recommended schedule according to the American Association of School Librarians](#) is fully flexible.
- Middle and high school library media centers should operate on a fully flexible schedule.
- Open circulation times are designated in the school library media center schedule to allow students daily access to exchange books.

<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> The school library media center schedule follows a fixed model.</li> <li><input type="checkbox"/> Open circulation times are not available in the schedule.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Elementary schools:</i> The school library media center schedule follows a fixed-flexible model.</li> <li><input type="checkbox"/> <i>Middle/high schools:</i> The school library media center schedule follows a fully flexible model.</li> <li><input type="checkbox"/> There is a daily open circulation time designated in the schedule.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school library media center schedule follows a fully flexible model and teacher collaboration takes place regularly.</li> <li><input type="checkbox"/> There are two or more daily open circulation times designated.</li> </ul>

## Circulation Expectations

- [Self circulation](#) allows student independence and increased access to the school library media center.
  - Students are trained to use their One Card or type in their student ID number when self-circulating to protect private information.
- Self-circulation allows access to the school library media center throughout the school day.

- Open circulation times allow the SLMC to support students who need reader’s advisory or selection assistance.

Below Expectations	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> <li><input type="checkbox"/> Students do not have access to self-circulation.</li> <li><input type="checkbox"/> Students do not use One Cards/student ID numbers to checkout books.</li> <li><input type="checkbox"/> Students only have access to the library during open checkout times or class times.</li> <li><input type="checkbox"/> The SLMC has limited availability for reader’s advisory.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students independently self-checkin and/or self-checkout library books.</li> <li><input type="checkbox"/> Students and staff are trained on using One Cards/student ID numbers to self-circulate.</li> <li><input type="checkbox"/> Students have access to the library media center for self-circulation at specific times during the day.</li> <li><input type="checkbox"/> The SLMC is available for reader’s advisory during one daily open circulation time.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students independently self-circulate library books.</li> <li><input type="checkbox"/> Students have access to the library media center for self-circulation throughout the day at point of need.</li> <li><input type="checkbox"/> The SLMC is available for reader’s advisory during open circulation more than once a day.</li> </ul>

## Fines and Fees Expectations

- [Borrowing policies](#) are determined by the school’s SLMC and MTAC.
  - Students are not charged fines for overdue materials in GCS.
  - If materials are lost the fee is no higher than \$5.
- Students have the ability to check out materials regardless of the overdue or lost status of other items.
  - Students with more than two overdue or lost items may be limited to checking out one (1) item at a time.
- Fines from the previous school year or for students no longer at a site are removed from student accounts by the end of the first quarter of the school year.

Below Expectations	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> <li><input type="checkbox"/> The school MTAC has borrowing policies that set restrictive limits.</li> <li><input type="checkbox"/> Borrowing policies are not in writing.</li> <li><input type="checkbox"/> Students are charged the full cost of the book when an item is lost.</li> <li><input type="checkbox"/> Students lose borrowing privileges when items are lost or overdue.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school MTAC has equity focused borrowing policies in writing.</li> <li><input type="checkbox"/> Students are charged no more than \$5 for a lost book.</li> <li><input type="checkbox"/> Students maintain borrowing privileges regardless of overdue or lost materials on their account.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Borrowing policies do not set limits for the number of materials checked out, regardless of lost or overdue items on accounts.</li> <li><input type="checkbox"/> Students are not charged fines for a lost book.</li> <li><input type="checkbox"/> Student fines are not created in Destiny.</li> </ul>

<input type="checkbox"/> Fines are created on student accounts and not cleared until paid. <input type="checkbox"/> Students/ families do not have non-monetary options for clearing fines.	<input type="checkbox"/> Students/families have non-monetary options for clearing fines. <input type="checkbox"/> SLMCs clear fines annually from students who have left the school.	
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## Collection Management Expectations

- SLMCs develop an annual Collection Development Plan to guide purchasing and weeding for the school year.
  - Before writing the Collection Development plan, SLMCs conduct an annual inventory of the student-circulating collection.
  - SLMCs align collection management priorities and responsibilities with the GCS Strategic Direction Focus Areas, the LMS department’s [Plan to Support Collection Development and Management](#), and their School Improvement Plan.
- All purchases made for the school library media center follow the criteria outlined in [Board Policy 3200](#) and [Regulation Code 3200-R](#).
  - All books added to the catalog, including donations or self-published texts, have at least two (2) positive professional reviews to support their addition to the collection as well as meeting the criteria listed in board policy.
- [District collection standards](#) for age and condition are followed at all sites when analyzing student book collection data.
- Targeted [weeding](#) occurs annually with materials disposed of [following district procedures](#).

Below Expectations	Meets Expectations	Exceeds Expectations
<input type="checkbox"/> A collection development plan is not completed following the district timeline. <input type="checkbox"/> Inventory is not completed annually. <input type="checkbox"/> Selection criteria in policy is not followed when adding books to the catalog. <input type="checkbox"/> The collection is analyzed using outdated Impact standards. <input type="checkbox"/> Weeding is not done as necessary to maintain a relevant collection.	<input type="checkbox"/> A collection development plan is created annually. <input type="checkbox"/> Inventory is done annually in alignment with collection development plan requirements. <input type="checkbox"/> Collection management priorities align to district, department and school priorities. <input type="checkbox"/> Purchases are made using the criteria outlined in policy. <input type="checkbox"/> Books added to the catalog have at least two positive professional reviews. <input type="checkbox"/> The collection is analyzed using district	<input type="checkbox"/> Progress on collection development plan priorities is reviewed and updated at the end of the school year and in the fall.

	standards for age and condition. <input type="checkbox"/> Weeding is done annually to maintain a relevant collection.	
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## Cataloging Expectations

- School library media center cataloging norms are followed at all sites.
  - Cataloging specifications are outlined in [Circulation Types and Call Numbers Norms](#).
- All new to GCS SLMCs are required to complete a cataloging training before being given access to add titles to the school Destiny Discover catalog.
- [Genrefication is encouraged](#) by the LMS Department.
  - When genrefying, SLMCs follow [district standards](#) and contact the LMS Department for support.
- When adding new purchases to a collection, vendor processing is preferred and prioritized over manual processing.
  - Preferred vendors provide shelf-ready processing and MARC records.

Below Expectations	Meets Expectations	Exceeds Expectations
<input type="checkbox"/> Site cataloging does not follow district norms.	<input type="checkbox"/> Cataloging norms are followed when adding books manually or purchased from vendors. <input type="checkbox"/> <i>New to GCS SLMCs:</i> Cataloging training completed in the fall.	<input type="checkbox"/> Collection is genrefied following district standards.

## Communication Expectations

- Notices to students and/or parents about overdue materials are sent at least quarterly.
  - Elementary school students' notices are sent to parents physically or electronically, as best suits the needs of the school.
  - Middle and high school students' notices are sent electronically to the students' GCS email accounts.
- Reports to administration and MTAC about the library program are provided at least annually.
  - Reports highlight circulation statistics, student access, instructional priorities, special events and programs, professional development led by the SLMC, etc. aligned to the SLMC evaluation standards and GCS Strategic Direction Focus Areas.

Below Expectations	Meets Expectations	Exceeds Expectations
<input type="checkbox"/> Overdue notices are sent sporadically or not at all. <input type="checkbox"/> The SLMC does not	<input type="checkbox"/> Students/families receive reminders about overdue materials on a regular schedule outlined in the	<input type="checkbox"/> The SLMC submits monthly, quarterly or semester reports to their administration and

compile a report about the library for their administration.	<p>school library media center's policy.</p> <input type="checkbox"/> The SLMC submits an annual report to their administration and MTAC about the library at the end of the school year.	MTAC about the school library media center.
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## Media Technology Advisory Committee (MTAC) Expectations

- All school library media centers have an [MTAC with appropriate representation](#) from all stakeholder groups.
- The MTAC meets at least three times per year and is chaired by the SLMC.
  - The MTAC sets school library media center policies and procedures.
  - The MTAC determines collection development priorities.
  - The MTAC creates device deployment and collection procedures.

Below Expectations	Meets Expectations	Exceeds Expectations
<input type="checkbox"/> The school does not have an MTAC. <input type="checkbox"/> The MTAC does not meet as required. <input type="checkbox"/> The MTAC is not chaired by the SLMC. <input type="checkbox"/> The MTAC does not guide or support device deployment or collection.	<input type="checkbox"/> The MTAC committee is composed of the appropriate representation. <input type="checkbox"/> The MTAC meets at least three times a year as noted in GCS policy. <input type="checkbox"/> The MTAC is chaired by the SLMC. <input type="checkbox"/> The MTAC approves library policies and procedures. <input type="checkbox"/> The MTAC approves the collection development plan priorities. <input type="checkbox"/> The MTAC gives guidance on device deployment and collection.	<input type="checkbox"/> The MTAC is a dedicated stand-alone committee, not combined with the school improvement/leadership team. <input type="checkbox"/> The MTAC meets at least quarterly. <input type="checkbox"/> The MTAC is actively involved in setting library policies and procedures. <input type="checkbox"/> The MTAC is actively involved in determining collection development plan priorities. <input type="checkbox"/> The MTAC is actively involved in managing device deployment and collection.