

## Greenbrier Elementary Media Center Mission Statement

The mission of the Greenbrier Media Center is to support the philosophy, goals and instructional program of the school. We endorse and adopt the standards and policies of the American Library Association as outlined in Information Power Guidelines for School Library Media Programs.

To achieve this mission the media center provides intellectual and physical access to information and ideas on all appropriate levels of difficulty with a diversity of appeal and points of view. The media center plays a vital role and is an integral part of the instructional program. The media program is fully integrated into the curriculum and contributes to the educational process of all students. Also, the program fosters a lifelong love for learning and reading.

The primary goals of the Greenbrier Elementary School Media Center are:

1. to provide resources that contribute to, support and enrich the curriculum and that represent a diversity of interests and ability levels;
2. to function as the information center for the school, providing resources and learning activities that stimulate thinking and critical judgment, provide facts, and contribute toward growth in aesthetic appreciation and enjoyment of literature and the arts;
3. to provide resources that promote literacy and the enjoyment of reading, viewing, and listening;
4. to provide leadership in and encouragement of the utilization of audio-visual materials and equipment for meeting the needs of students who learn in a variety of ways;
5. to cooperate with teachers, administrators, instructional specialists and students to ensure positive contributions to the total educational process;
6. to provide a stimulating, friendly environment for students, teachers, parents and others served by the media center;
7. to provide and encourage up-to-date search strategies through the utilization of an on-line catalog, computerized data bases, and other forms of electronic media;
8. to provide up-to-date information concerning copyright laws and restrictions.

In addition to these goals, the Greenbrier Elementary School Media Center's operational policies and procedures include:

1. A media center that is accessible to students and teachers throughout each day of the school year. Flexible scheduling is used to ensure use of the media center at the time of need. Teachers are encouraged to meet with the media specialist as an on-going process through the year to determine which curriculum objectives need to be met. These media specialist/teacher conferences also establish what media services may need to be provided. These services may include: teaching media skills, gathering materials and/or preparing bibliographies, ordering materials for the collection or informing library users of services and resources available.
2. Media center policies and/or procedures as stated in teacher and/or student handbooks(s).

This booklet is prepared in order to help us make the media center a contributing factor in the intellectual growth of our students. The media center is here to enrich all curriculum areas. Your suggestions are always welcome.

### **YOU CAN ASSIST US...**

-by browsing through the books of your grade level and letting us know of any titles you think should be added

-by keeping us informed on what your classes are doing in order that we may provide related materials

-by informing us of reading interests and problems of individual students that will help us in guiding that student's library reading

-by telling us who your independent study students are and the nature of their study so that we may better help them

-by suggesting titles of audio-visual materials you think should be added to our collection

-by submitting your video tape orders before deadlines

-by returning audio-visual equipment and materials by the end of the day on which you use them

-by informing us of any new audio-visual equipment you would like to have considered for purchase

-by making library assignments clear to students so that we will know specifically what they are to do when they come to work.

### **WE CAN ASSIST YOU...**

- by compiling book lists for use with units of work
- by arranging reserve collections for students to use in the media center or for checkout for your assignments
- by displaying classroom projects such as drawings, models, etc.
- by scheduling your class for supervised reference work in the media center
- by working with you in teaching library skills to your students
- by scheduling regular meetings with your grade level to discuss curriculum needs
- by subscribing to professional magazines of benefit to you.
- by ordering requested materials
- by inviting you to come in for a “New Book Brunch” to browse the new materials before they are checked out.

### **PLAN AHEAD...**

If you want to bring your class or a major part of your class to the media center to work on an assignment:

-PLEASE let us know at least two days in advance to avoid conflicts and to give us an opportunity to assemble all needed materials. Sign up on the media schedule in the media center for these times.

-Check with the media specialist to make sure there are sufficient materials on a subject to be studied **BEFORE** assigning to subject.

### **SERVICES TO STUDENTS...**

-Greenbrier Elementary has flexible scheduling for student use of the media center.

-Library skills will be taught in groups of six to eight students (or reading group size if this is more convenient) to students in third through fifth grade. Teachers should plan with the media specialist for media skills instruction. These lessons should be correlated with communication skills, reading, social studies, etc. Cooperative planning between the teacher and media specialist is the key to effective media skills instruction.

-Before you send your class to the media center to do research, you must schedule a time with the media specialist for a research skills lesson(s). This allows the student to be more independent in doing his assignment.

-Kindergarten through second grade classes may have a fifteen to twenty minute story time every other week. Teachers or paraprofessionals should accompany the class to the media center. Book check out may be

done at this time. (Extra time should be scheduled for this additional activity.)

-Every student should have an opportunity to come to the media center at least once a week to check out books. Teachers should sign up for time on the schedule if the whole class will be coming. This is a teacher-supervised activity. Students may check out two books for pleasure reading or a book report. Both of those books may be AR books. Students may come to the media center at any time to check out books, they must bring their media card. When students come to the media center for reasons, such as research, they are to bring a written media pass showing their intended purpose and the resources they are to use. (Students love to tell me they are to use the Internet!)

-Students are responsible for books checked out. The student must pay for lost or damaged books.

-Literature appreciation will be done with grades three through five. These sessions should be planned with the media specialist. This program is designed to introduce students to many types of literature. It is hoped that this will enrich and expand their reading interests. These lessons are a part of story time for grades K, one and two.

-The Accelerated Reader program will be available and coordinated by the classroom teachers and supported by the media center staff. Teachers are given in-service on this program on an "as need" basis. Make arrangements with the media specialist for this training. It is a very effective, motivational reading incentive program for students. All teachers should help your students participate in this program.

-Students who disrupt the media center or who do not use the equipment properly will be sent back to the classroom. A written conduct report will be placed in the teacher's box to explain the problem.

## **ACCESSIBILITY/FLEXIBLE SCHEDULING/COOPERATIVE PLANNING**

### **• ACCESSIBILITY**

-The interpretation of an accessible media center is one in which students have access individually and in small groups to resources, the facility and the media staff at the time of need. In addition, a schedule on which teachers sign the class up for varying lengths of time appropriate to particular activities in differentiated grouping patterns is also available. Activities are planned cooperatively by the teacher and the media specialist for optimum utilization of resources available to support classroom instruction.

-Central to the definition is the idea that the media center exists to serve the teaching/learning needs of the staff and students. This then becomes the key criterion in evaluating the program. Implementation of an “accessible media center” is best accomplished when a committee representing the areas of administration, curriculum design, grade level, and community contribute to planning for an evaluation of total media services.

-This interpretation of an accessible media center does NOT include rigid schedule of classes for use of the media center, hours which exclude before and after school use, or a yearly schedule which contains periods of time at the beginning and end of the school year where the media center is closed to students, or conducting meetings in the media center at any time during the school day which limit student access to the materials.

Adapted from Media Specialist Handbook, Georgia Department of Education Standards.

- **SCHEDULING**

-The school media program seeks to provide prompt, efficient access to the resources of the media program--- staff, facilities, and collections---for teachers and students. Flexible or open scheduling allows individuals or groups to use the media center when needed. Fixed scheduling or assigning classes a regular library media center time weekly, monthly, or quarterly restricts the purpose of a resource center by restricting resources and regimenting staff time for selected users. The following standards of the Southern Association of Colleges and Schools should be met:

4.3.0 (Unit Schools)-The daily schedule shall be flexible so that varying time periods may be provided as the need arises. The daily schedule shall possess as much flexibility as is required to provide various types of program activities and opportunities for research, use of the instructional materials center, and individual study. The schedule shall provide time for staff planning and evaluating the school’s program and time for staff in-service growth activities. (page C 4-6)

Reference: Media Specialist Handbook, GDOE

-There shall be evidence that children have continual access to use of books and other learning materials. (Standard H-11, Southern Association of Colleges and Schools.)

## **GUIDELINES FOR COOPERATIVE PLANNING AND FLEXIBLE SCHEDULING**

1. A time for planning is scheduled.

An appointment must be made with the media specialist to schedule a time for planning learning activities together.

2. A face-to-face planning session to plan learning activities takes place.

The media specialist and teacher(s) address the following items during a face-to-face planning session:

objectives—what students should learn

learning activities—what students will do

resources—videos, reference materials, online card catalog, etc.

role—teacher & media specialist responsibilities

Flexible scheduling is used to implement activities. A sign-up sheet is maintained by the media specialist to schedule dates and times media activities are to be implemented. This may result in a given class going to the media center two or more times in the same week and remaining in the center from 20-60 minutes each visit.

For example, teacher and media specialist may be observed helping the same students carry out research on dinosaurs from 10:00 to 10:45 on a Monday and Friday of the same week. Another example may be Ms. Smith and the media specialist working with Ms. Smith's class on a project for science or social studies during the first period of the day three days a week for two weeks. "Today's" schedule will be posted on the wall between the two media offices. After this page is posted, please do not sign up for a whole group activity without speaking to the media specialist about it. This will allow the media specialist time to plan for your class.

The media specialist must be allowed to block out small and large blocks of time for planning, working with students, and administrative duties.

Flexible scheduling must be maintained or cooperative planning cannot work. Conventional scheduling of classes to the media center except for book check out can easily result in a violation of Standards for Georgia Schools.

Activities are implemented. Actual implementation is documented by observation. A quick check of the library schedule (chart and/or calendar) and observing activities taking place at a given time can be used to verify the implementation phase of cooperative planning. Other media center activities such as book check out, browsing, individual research, etc. may be occurring at the same time.

3. Learning activities are evaluated. The media specialist and teacher identify positive outcomes as well as areas that should be modified for similar activities in the media center.

## SCHEDULING THE MEDIA CENTER AND/OR MEDIA SPECIALIST

A teacher for specific activities in the following areas may schedule the media center and media specialist:

1. Media skills
2. Research
3. Skills enrichment

Guidelines and examples for each area follow:

1. **Media Skills**—As objectives related to information access and media skills are a part of the current classroom work, I am available to cooperatively plan instruction for those objectives. This may involve individual, small group, or whole class instruction in the media center or in the classroom depending on what is determined by our planning together. Teachers in all grades are encouraged to work with me in planning opportunities to extend media skills, which are integrated into the curriculum. Teachers from grades K-2 are encouraged to plan **curriculum-related** story times and to work with the media specialist to integrate skills into these visits.

Examples of these elementary skills are care of books, location of storybooks in the media center, title and author, parts of books, etc.

2. Research—Without previous planning with me, (if your class has been to the media center or lab for research skills instruction) you may send individuals and small groups (no more than 8) with directions for research activities. If you can possibly plan with me ahead of time, however, all available materials relevant to the research can be pulled and reserved for the students. Also, space and my assistance can be put on “reserve” for your group. We have many on-line resources that are available to our students that can be demonstrated for your students to use.
3. Skills enrichment—All areas of the curriculum benefit at one time or another from additional print and non-print materials. By planning with the media specialist, you can make maximum use of available materials in your instruction. Though resources generally are used in your classroom, the media center can be a part of your instructional area for one group of students while another group is working on something else. For example, one group is in the media center doing research on the subject for review, while another is in the room with you doing a related activity.

Story time can be considered skills enrichment. These times can be scheduled for specific objectives from any curriculum area when it would benefit those areas. The language arts curriculum can be enriched by oral storytelling and story reading.

### **TEACHER RESPONSIBILITY-CARE OF EQUIPMENT**

**TAPE RECORDERS** require proper insertion of cassette. Damp weather, depressing the button that sends the tape in the opposite direction without a pause and old cassette tapes often cause tangles. Send the machine to the media center—DO NOT try to remove the tape after the first try.

**HEAD SET USERS** must raise the sound level slowly. Keep an eye on young users—they sometimes chew on a cord. Hands should not play with the headset cord while listening. Only the teacher should change Jack position.

**OVERHEAD PROJECTORS** must NOT be moved when the lamp is warm. This increases the life of expensive lamps. Bring COOL machine to the media center or send for help to come to your room if you need help. Be cautious in the positioning of the overhead projector for use in your

classroom. If a student bumps the projector while it is on or hot, the lamp will blow.

**VIDEO DISK PLAYERS** always use the open/close button to open or close the machine. Handle the disk with care so that it does not become scratched. Always store the disk in the sleeve provided in the kit.

Remember, you are responsible for the equipment issued to you. Please spend some time showing your students the proper way to operate any equipment they will be using. If there are any questions or problems, please check with the media staff.

**NO CHILD SHOULD BE SENT TO PICK UP OR RETURN A LARGE PIECE OF EQUIPMENT FROM THE MEDIA CENTER. THERE ARE CASES ON RECORD OF SERIOUS INJURY TO CHILDREN WHEN EQUIPMENT FELL OFF CARTS. PLEASE TRY TO ARRANGE TO PICK UP THE EQUIPMENT YOURSELF OR HAVE A PARAPROFESSIONAL PICK IT UP, ETC.**

### **EQUIPMENT IN CLASSROOM (OR SHARED)**

overhead projector                      VCR

tape recorder                              headsets                                      computer

### **EQUIPMENT IN MEDIA CENTER**

Ellison letterpress                      bookbinder                                      laminator

VCRs (check-out)                      video camera (check-out)      35 MM camera

Slide projector (check-out)      digital cameras (check-out)

### **ITV GUIDES AND SATELITE SCHEDULE**

You will receive the monthly PeachStar Pipline to keep in your room. Please take the time to look at the Pipeline in order to see if there is anything that you want to have us record. The media staff will be glad to tape these provided we have the time and adequate blank tapes.

### **COMMUNITY RESOURCES**

Please help us create a current Community Resource Guide. Any time you have a guest speaker or go on a field trip, please fill out a form in the media center office so that we can maintain this file for future use.

### **MEDIA COMMITTEE**

The media committee is asked each year to aid in the selection, assessment of our collection as well as the planning of the media program. The committee is composed of the principal, at least one teacher from each grade level, a person(s) from the community, and the media specialist. Please communicate freely with your grade level representative to express ideas and concerns. A current list of members will be located in the front of this manual.

### **EQUIPMENT REPAIR**

As many minor repairs as possible are done at school. A technician from RESA will come and repair equipment on site if possible. Problems that he cannot repair on site are taken with him. When you have a problem with any equipment, attach your name and a note to the equipment describing the problem. Send the piece of equipment to the media center. **DO NOT** move projector until the lamp has cooled. To help keep our repair costs to a minimum, please do not let children operate any piece of equipment unless she/he has been shown proper operation.

- If you have a problem with your computer, please go to the link that the TSS has provided for you and fill the repair request on-line.

### **OVERDUE MATERIALS**

Books checked out by teachers should be returned within one month. We hope that everyone will cooperate and return books as soon as they are finished with them—others may be waiting. (Especially during special seasons!) Audio-visual materials should be returned promptly since we share those resources.

Lists of materials teachers have checked out will be issued periodically. This will help the media center and teachers to keep tabs on what is out.

Materials checked out by students are to be returned in 1 week. Books may be renewed.

**Greenbrier Elementary Media Center  
Magazine/Newspaper List  
2004-2005**

American Girl  
Boys Life  
Contact Kids  
CopyCat Magazine \*  
Chickadee  
Cricket  
Educational Leadership\*  
Mailbox Intermediate Level \*  
Mailbox Kindergarten Level \*  
Mailbox Primary Level \*  
National Geographic World  
Phi Delta Kappan\*  
Ranger Rick  
School Library Journal\*  
Spider

Augusta Chronicle

\*Teacher Magazines

**Important Dates  
FY 2004-05**

Fall Bookfair

AR Kick-off Assembly

Children's Book Week

Read Across America

Spring Book Fair

Georgia Book Award Voting

Last day for check-out

Last day for AR testing (to qualify for the 50 point party)

50 Point AR Party

All Books Due to the Media Center