

Gallatin High School Library Policies and Procedures

Librarians:
Electa Johns
Taylor Johnson

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Introductory Analysis of School

Gallatin High School opened in 1914 as Trousdale-Allen School and was later changed to Central High School in 1915. Upon the construction of a new building, located where the current football field is, the school became known as Gallatin High School in 1932. In 1970, GHS desegregated when Union High School joined the student population. The school remained at this location until 1974 when the current building was opened.

The school is located in central Sumner County, which is in northern Middle Tennessee, and serves a suburban community. Students in this community come from a variety of backgrounds. Students' parents are employed by factories, retail, restaurants, and some are farmers. In 2023, there are approximately 1,690 students in grades 9 through 12. Each grade has approximately 400 students. The school's free and reduced lunch rate is approximately 54%. There are approximately 300 students that have an Individualized Education Plan. Over 100 students have an Individualized Language Plan, and over 100 students have a 504 plan.

The population of the school is approximately 50% male and 50% female. 48% of the students are White, 23% are Hispanic, 24 % are African American, and 5% are other ethnicities. Gallatin High School employs approximately 120 teachers, who teach a variety of content. Core content subjects of Maths, Sciences, English, and Social Studies are taught at Gallatin High School. The school also offers a wide variety of CTE, foreign languages, and fine arts classes.

Sumner County Schools Vision and Mission

Vision:

Sumner County Schools is a collaborative culture of high performing students, teachers, and school communities.

Mission Statement:

Sumner County Schools commits to growing learners who are college and career ready through quality instruction, effective use of resources, building a collaborative culture, and strong leadership.

Quality Instruction

- Teachers deliver quality standards-driven instruction that is informed by student results.
- Quality instruction provides students with self-directed thinking/learning experiences.
- Authentic learning experiences allow students to be engaged in learning, to have opportunities to develop character, and to be prepared to contribute to the community.
- Students receive quality feedback and equal access to differentiated instructional opportunities (enrichment/intervention) based on individual needs.
- Teachers engage in ongoing, job-embedded professional learning to design and deliver quality instruction.

Collaborative Culture

- The diversity in thinking of all those who are invested in education is welcomed.
- Structured opportunities are in place to promote collaborative discussions that include an atmosphere of mutual respect.
- Collaboration is student-focused dialogue with a shared purpose.
- Trust encourages the use of innovative and unique solutions.
- Purposeful and intentional communication among all stakeholders cultivates a culture for results.

Leadership

- Effective leaders understand the vision and consistently communicate and model it to all stakeholders.
- Keeping the vision in the forefront, leaders involve all stakeholders in setting goals and improving their organization.
- Leaders set high expectations and hold themselves and others accountable for results.
- There is a commitment to building and growing leaders at all levels with an intentional focus on improving student learning.
- Leaders grow other leaders by modeling transparency and by working collaboratively.
- Leaders are strategic in making decisions based upon the examination and analysis of data.

Resource Utilization

- The district continuously recruits, develops, and retains exemplary employees.
- There is access and equity in the use of facilities, materials, and technology for instruction.
- Community and business resources are aligned to support student needs.
- Resources are strategically utilized for collaborative learning among schools and across the district.

Gallatin High School Library Vision and Mission

Vision:

Pride: Personal Responsibility in Developing Excellence

Mission:

Gallatin High School Library commits to growing learners who exhibit PRIDE - Personal Responsibility In Developing Excellence - through quality instruction, strong leadership, the effective use of resources, and a culture of collaboration.

Quality Instruction

GHS Library will promote high quality instruction by supporting the school curriculum through inquiry-based learning and exploration. The library will provide lessons to support learning in the classroom tailored to the current unit of study.

Leadership

GHS Library will act as a hub of support services for teachers and students. The library will curate a collection of resources tailored to meet the needs of the Green Wave Community.

Librarians will maintain the most up-to-date training and certifications to adequately serve the learning community.

Resource Utilization

GHS Library will consistently evaluate the collection and programs to ensure their relevance and effectiveness for our students and other stakeholders in the educational community. GHS Library will provide our students with high-quality resources, relevant technology, and authentic experiences.

Collaborative Culture

GHS Library will work effectively with teachers, students, parents, family members, and the

community to work toward common goals and broaden perspectives. GHS librarians will strengthen their use of research-based practices through staff development and peer collaboration.

Programs and Services

Gallatin High School Library strives to offer a program of services that supports the learning needs of the Green Wave community.

Archives

The GHS library houses an archives room that includes a collection of all Gallatin High School yearbooks, dating back to , as well as other memorabilia donated by alumni, faculty, and community members. The archives room also includes scrapbooks of GHS notable individuals and events highlighted by local newspapers, such as *The Tennessean* and *The Gallatin News Examiner*. Beginning in the fall of 2021, these scrapbooks became digital and can be found online at <https://sites.google.com/view/ghslibraryarchives/newspaper>.

Battle of the Books

The GHS librarians sponsor a student club called Battle of the Books. This group takes place in a statewide challenge to read the current school year's Volunteer State Book Award nominees. Students compete against other Battle teams in a round-robin trivia competition based on questions from these books. Students then vote on their favorite book, electing the Volunteer State Book Award winner.

Inquiry and STEM-based Activities

Through grants, the GHS library is working toward building a Makerspace within the library. Currently students can come during free time to build, play games, and puzzle. As more items are obtained, scheduled sessions in the library for classes will be available.

iPad Deployment

The GHS Library is responsible for the distribution of iPads at the beginning of the year and collection upon withdrawal or the end of the school year. The GHS Library maintains the

iPad inventory and distributes replacements, as well as offers charging stations for students.

Scheduling and Instruction

Gallatin High School Library maintains an open, flexible schedule. Students and teachers are able to come throughout the day to use the library's resources to meet whatever their needs might be.

Through this scheduling, the library is better able to support classroom instruction. Teachers can schedule through a Google Form use of the laptop lab and/or have a librarian teach a lesson for their students. Teachers can also schedule book check-out time for their students. Meeting and planning with the classroom teacher allows the library to better meet the needs of students.

Senior Project

Students assigned to Sr. Project report to the library at the beginning of the quarter. Students are given access to the Google Classroom, expectations, and TA assignments. Students are responsible for contacting their supervisor for evaluation at progress report time and report cards. Grades are recorded by a librarian into Skyward.

Student ID Distribution and Services

In order to promote safety in the building, the GHS Library ensures every student is issued a student ID. IDs are created for students without one at registration. As new students enter the building, librarians generate IDs as part of the registration process. Students may also have replacement IDs made in the library. The charge for a replacement ID is \$2.00. This money is deposited into the school fund to replenish ID supplies.

Student Printing

Printing is available to students in the GHS Library. Black and white copies cost \$0.10

per page. Color copies cost \$0.25 per page. The money is deposited into the Local Library Fund and is used to purchase toner, library materials and supplies.

Parent/Student Communication

Librarians communicate important school information to students and parents through School Messenger. School Administration communicates to the librarians what needs to be sent to students and parents. Librarians are then responsible for composing emails in School Messenger to be sent to the proper recipients.

Cooperative Resources and Networking

The patrons of Gallatin High School Library have access to resources and programs beyond the school library. The Sumner County Board of Education purchased the Atrium circulation system for each library in the county. If material is not available at Gallatin High School, librarians have the ability to see if other schools have it in their collection and request it for our patrons. Once the patron returns the material, it is the responsibility of the librarian to return the book to its original collection. Patrons also have access to the SORA app, which links to TN Reads, giving patrons a larger collection of books and resources from which to choose.

Patrons also have access to the Tennessee Electronic Library (TEL). TEL provides valuable, free teaching resources for every citizen in Tennessee. Numerous databases have been added over the years, many of which are specifically designed for educational use. This database can be accessed from any Internet connected computer within the state of Tennessee using the address above. About a year ago TEL began using geographical location software to determine where users are accessing the database from, so no password is needed to log on. Of special interest to high school teachers and students are the following TEL databases:

- Gale Opposing Viewpoints in Context
- Gale in Context High School Edition
- Gale OneFile High School Edition
- World Book Online
- Gale Test and Career Prep

Gallatin High School's Library Media Specialists also partner with the Gallatin Public Library to encourage students to participate in their reading programs and use their facilities to continue their learning when the school library is closed.

Selection Statement

The responsibility for selection of materials, both for instruction and for voluntary inquiry, is delegated to the professionally licensed library personnel employed by the school system; however, these librarians involve many people when making their selections for purchase: teachers, students, administrators, community persons.

Librarians also use many professional review resources to vet each material. These resources include H. W. Wilson's *Senior High Core Collection*, published by Grey House Publishing; *School Library Journal*, *Kirkus Reviews*, *Booklist*, and the *Hornbook Guide*.

SELECTION CRITERIA AND PROCEDURES

In selecting materials for school libraries, the following practices will be observed:

1. Selection shall be suitable for and consistent with the educational mission of the school.
 - To provide materials that will enrich and support curricula
 - To provide materials that address the interests, abilities, and learning styles of the students, taking into consideration the community served
2. Selection shall be appropriate for the age and maturity levels of the students who may access them
 - To provide materials that fit and challenge all ages and learning levels of the student body
 - To provide means for parents to request specific access or restrictions for their child
 - To provide tiered levels of access, for which titles of value for mature audiences are rendered accessible only to upperclassmen based on an assessment of mature themes or content (i.e., violence, sexual content, vulgar language, substance abuse)
3. Selection shall contain literary, historical, and/or artistic value and merit; and
4. Selection shall contribute to a collection that offers a variety of viewpoints

- To provide materials which realistically represent and reflect the contributions made by diverse groups and individuals
 - To provide an introduction to a variety of different cultures, political ideologies, philosophical tenets, and religious traditions.
 - To provide materials that will stimulate growth in factual knowledge, aesthetic values, and ethical standards to help prepare students to make informed decisions in daily life
 - To provide materials that support students in the development of critical analysis and literary appreciation
5. Selection shall be made in compliance with statutes and TN Code
 6. Selection shall be made using reputable and professional collection development resources.
 - To place principles above personal opinion and reason above prejudice in the selection of materials of the highest quality
 - To assure a comprehensive collection that is appropriate and relevant for the community served
 7. Collection development shall be a continuous process throughout the school year
 - To incorporate suggestions of staff members and students
 - To assess materials already purchased to determine their relevance to current instructional curricula of the school, student interests, condition of materials, and collection age
 - To remove or re-catalog materials that are outdated, in bad repair, or deemed inappropriate for the age and maturity levels served
 8. Gift materials shall be judged upon the same basis as the library's own purchases. Gifts to the school become property of the Sumner County School System.

Evaluation of Collection

Students, teachers, and administrators of the Green Wave learning community will be asked to give their input about the library's collection annually. This will be done at the end of each school year. The librarians will make a Google Form available for all stakeholders to complete that evaluates the program (see list of questions in Forms).

On a daily basis, the librarians will have forms available to students, teachers, and administrators to make recommendations for future purchases made by the library. Stakeholders may fill out this form and place their recommendations in the proper place in the library (see Forms). Criteria for selection will be used to determine if the material can be purchased.

Weeding and De-Selection

The selection process begins with the evaluation of materials before purchase and is completed with the evaluation of materials before discarding them. How rigorously and how often a collection is reassessed depends on considerations of space, budget, curriculum requirements, and user needs unique to each library media center. Both print and non-print materials should be reviewed at regular intervals. Suggested criteria for removing undesirable materials are as follows:

1. Record of use -- If the item has not circulated in two years.
2. Content/Currency -- If the subject matter is out-of-date, factually inaccurate, or no longer relevant to the education program; if illustrations are outmoded or perpetuate gender, racial, or cultural stereotypes. If the text contains words or slang that are outdated.
3. Technical quality -- In non-print materials, if visuals are poor, faded, or off-color; if sound reproductions are faulty or inferior.
4. Appropriate to Collection: If it is a duplicate copy or duplicate material no longer needed in the collection. If the subject is no longer in the school's course of study.
5. Physical condition -- If it is worn, torn, or soiled; if pages or parts are missing; if bindings are ragged or paper is brittle or yellowed.

EXCEPTIONS: USE CAUTION BEFORE DISCARDING OR REMOVING THESE ITEMS

1. Classic fiction in the field of literature
2. Items with Illustrations of unusual quality or by a well-known artist
3. Works by local authors - Check with a local history buff if you aren't sure.
4. Works about local history or personalities
5. Memorial gifts

6. School annuals and publications about the school district
7. Poetry anthologies included in currently used indexes.
8. Works that are the only source of the subject matter or cannot be replaced.

Reassessment Process

The reassessment process is a continuous, systematic practice that follows the work cycle of the school media center staff. Evaluation of the collection occurs when pulling books for teachers to use with instructional units, scanning items at the circulation desk, shelving materials, completing inventory and preparing statistical reports. These activities provide the opportunity to complete Steps 1 through 3.

Step 1: Identify items which have not circulated in the last two years.

Step 2: Identify items older than 12 years in the state standards date-sensitive Dewey areas.

Encyclopedias should be no older than 5 years. Identify fiction older than 10 years. (Some subject areas such as computers, should be identified at 3 years.) Alexandria title reports/summaries by date can be used to locate older items.

Step 3: Identify items in poor condition.

Step 4: Check the identified items against standard lists and flag list items for further evaluation.

Step 5: Ask teachers in the appropriate subject areas if they want to retain the identified items.

Step 6: Check to be sure the items aren't on the "Don't Weed" list above.

Step 7: Retained items in poor physical condition should be repaired or rebound.

Step 8: Discards should be removed from the shelf and prepared for disposal following the "Process for Discarding Materials" in the Collection Management section of this document.

Weeding Guidelines by Dewey Class

Class	Subject	Age	Comments
000	Computers	1-2	Periodicals are better.
020	Library Science	5	
030	Encyclopedias	5	Do not put old sets in classrooms.
100	Philosophy/ Psychology	10	Be sure self-help books are current.
200	Religion	5-10	Retain basic/classic titles.
290	Mythology	10	Retain basic titles/ replace with new
300	Social Science	5	
310	Almanac/Yearbook	1	Have latest; circulate yr old issues
320	Political Science	3	
340	Law	5	
350	Government	5	
360	Social Problem	5	Monitor constantly
370	Education	5	
380	Commerce	5	Watch geopolitical change
390	Etiquette	5	
	Customs/Folklore	10-15	Retain basics; update with new editions
400	Language	10	
500	General Science	5	Retain Darwin and other classics

510	Math	10	
570	Biology	10	Keep taxonomies
	Natural History		
580	Botany	10	
610	Health, Disease		Monitor for diagnosis and treatment
620	Mechanics	5	Retain car manuals
630	Agriculture	5	
640	Home Ec/Family	5	Retain basic cookbooks
650	Business	10	
690	Manufacturing	10	Retain materials on collectibles
700	Art		Keep basics, especially art history
745	Crafts	10	Monitor fads
770	Photography	5	Avid dated equipment
790	Sports	5	Watch teams that change locations.
800	Literature		Keep basics; keep indexed poetry
900	General	15	Judge by demand, accuracy, fairness
910	Geography	5	Monitor geopolitical changes/be ruthless
920	Biography	3-5	Discard fading stars.
Other:	Easy/Fiction		Keep high demand, literary merit, and awards
	Periodicals	5	If space allows, keep

			5 yrs indexed
	Local History & Periodicals		Do Not Discard;Preserve

Gift Statement

The Library at Gallatin High School gladly accepts all donations from the community for the library. Those who contribute to the materials in the library will be informed of the following:

- The book must meet the criteria for the collection. If it does not, the book may still be donated, but will be taken to McKay books to be traded in to purchase books that are appropriate.
- No tax documentation will be given.

Technology Statement

The Library Media Specialists of Gallatin High School Library recognize the value of technology both in the library and the classroom. It provides access to a wider range of information and also provides students a way to develop needed college and career readiness skills.

When evaluating and taking inventory of the collection annually, the school librarians will evaluate the technological needs of the library as well to remain current with appropriate technologies for students outlined in the Tennessee State Standards (See Appendix).

Internet Acceptable Use Policy

In order for students to use the internet at Gallatin High School, they must sign the Sumner County Internet Acceptable Use Policy. This is one way to protect the school from students who intentionally try to visit unacceptable sites or use the internet for illegal purposes. This agreement states that students will follow the rules in the policy, much the same as students and parents must sign the school's handbook each year. If a student does not sign this policy, he/she may not be near a computer when it is being used for Internet searches, unless an adult is operating the search.

Intellectual Freedom

According to Sumner County Board Policy 4.403, the Board of Education supports principles of intellectual freedom inherent in the first Amendment of the Constitution of the United States.

The Library Media Specialists of Gallatin High School Library support the principles of intellectual freedom. All patrons have access to age/grade level appropriate information protected by their First Amendment Rights.

Book Challenges

Per Sumner County Schools Board Policy 4.403

A complaint about library materials may only be made by a current SCS employee, student, or parent/guardian. If there is a complaint, this process is to be followed:

1. Inform the employee, student, or parent/guardian of the selection procedures and make no commitments.
2. Request the employee, student, or parent/guardian to submit a Request for Reconsideration of Library Materials form.
3. Inform the principal and Director of Schools (and other appropriate personnel).
4. Within (3) days, notify the ad hoc materials review committee that feedback has been submitted. The review committee is appointed by the principal and includes certified library media personnel, representatives from classroom teachers, and one or more parents.
5. Keep challenged materials available for use during the reconsideration process unless all copies of the challenged Library Materials are being used for the review required under this section.
6. Upon receipt of the completed form, the principal shall notify the Director of Schools.
7. The principal shall request review of the challenged materials by the ad hoc materials review committee within **14** days upon receipt of the completed form. The principal will inform the Director of Schools of the review committee's progress.
8. The review committee shall take the following steps after receiving the challenged materials:
 - a. Read, view, or listen to the contested material in its entirety;

- b. Check general acceptance of the material by reading recognized and evaluative reviews provided by the employee responsible for library collection development;
- c. Determine the extent to which the material is appropriate for the age and maturity levels of the students who have access to the materials and whether the material is suitable for, and consistent with, the educational mission of the school;
- d. Complete an appropriate Checklist for Reconsideration of Library Materials, judging the material for its strength and value; and
- e. Present a recommendation to the principal for further action and to the Director of Schools for purposes and information.
- f. If further action is needed, the complainant can request additional procedures for a Board Review of challenged material.
- g. Materials must be in compliance with statutes and TN Code.

9. The Board shall review the recommendation presented by the review committee and make the determination whether the material is appropriate for the age and maturity levels of the students who have access to the materials and whether the material is suitable for, and consistent with, the educational mission of the school and established policies of Sumner County Schools.

10. If it is determined that the material is not appropriate for the age and maturity levels of the students who have access to them or is not suitable for, and consistent with, the educational mission of the school, the Board shall require all schools to remove the material from the library collection or grade level for which it has been deemed

appropriate or inappropriate.

The school district shall be responsible for maintaining a current list of challenged library materials and their current review status. This list shall be publicly posted on the district's website.

Library Materials(s) Commission Appeals Process

An employee, student, or parent/guardian may appeal a determination made by the Board that materials in the student's or employee's school's library collection are inappropriate for the age or maturity levels of the students who may access the materials, or that the materials are not suitable for, or are otherwise inconsistent with, the educational mission of the school, resulting in the materials' removal from the school's library collection or grade level.

1. Submitting an Appeal:

- a. Requests for appeals may be submitted to the Textbook Commission via the Textbook Commission website within five (5) days of the Board's decision. The request for an appeal shall be sent to the Chair of the Textbook Commission and the Department of Education Liaison to the Textbook Commission.
- b. The appeal must include documentation evidencing the local board of education or public charter school governing body's decision.
- c. Upon receipt of an appeal, the Textbook Commission shall request supporting documentation from the Board that were used in making their decision including the book or materials for review. Each LEA or public charter school shall provide this information within twenty (20) days.

d. The Appeal will be heard at the next regularly scheduled meeting of the Textbook Commission if received within 30 days of the publicized agenda deadline.

2. The Commission shall issue its findings on appeal in writing to the Board.

3. Upon receiving the Commission's findings, the Board shall include, or remove, the challenged material in, or from, the library collection for each of the schools, as applicable, for the grade levels for which the commission has found the challenged material to be appropriate or inappropriate for students.

Appendix

Tennessee Standards for School Libraries

Proposed: 0520-1-3-.07 LIBRARY INFORMATION CENTER, REQUIREMENT F.

(1) School Library Information Center

(a) All school libraries shall serve as resources for students, teachers, and community members to strengthen student learning. School library information specialists shall work collaboratively with classroom teachers and school administrators to integrate both curricular concepts and information skills that assist research and other learning activities. The collection and the services of the library shall adequately support the curricular priorities within the school.

(b) School libraries shall provide an environment that allows efficient access to resources, including both print and electronic. Schools must be organized to allow the library program to operate a flexible schedule that allows students and teachers to access resources at the point of need.

(c) School libraries shall provide parents and community members access to resources, so that the school library information center serves as a community resource.

(2) Library Information Center Personnel

(a) Elementary/Middle Schools: Schools including grades K-8 or any combination thereof shall provide library information personnel as follows:

1. A school having a current average daily membership of 550 or more students shall have a full-time library information specialist with endorsement as a library information specialist.

2. A school with a current average daily membership of 400 to 549 students shall have a half-time library information specialist with endorsement as a library

information specialist. During the time that the library is open during regular school hours and the library information specialist is not present, staff member(s) shall be designated to provide supervision to students in the library.

3. In a school with fewer than 400 students, a faculty member shall serve as a library information coordinator. If the library information coordinator is not present during the time that the library is open during regular school hours, staff member(s) shall be designated to provide supervision to students in the library.

4. It is optimal to have the library open outside the regularly scheduled school day and if the library information specialist is not present, appropriate supervision shall be provided to the students in the library.

(b) High Schools: Schools including any high school grade shall provide library information personnel as follows:

1. A school with a current average daily membership of 1500 or more students shall have two full-time library information specialists, each with endorsement as a library information specialist.

2. A school with a current average daily membership of more than 300 but less than 1,500 students shall have a full-time library information specialist with endorsement as a library information specialist.

3. A school with a current average daily membership of fewer than 300 students shall have a half-time library information specialist.

During the time that the library is open during regular school hours

and the library information specialist is not present, staff member(s) shall be designated to provide supervision to students in the library.

4. It is optimal to have the library open outside the regularly scheduled school day and if the library information specialist is not present, appropriate supervision shall be provided to the students in the library.

(3) Library Information Center Collection

The three levels of collection standards for Tennessee school libraries are: Basic, Standard, and Exemplary. The criteria by which school library collections are evaluated are listed below:

(a) Item Count

Basic collection - Contains a minimum of 12 items per student in Average Membership (ADM)

Standard collection - Contains 15 items per student in ADM; and

Exemplary collection - Contains 18 items per students in ADM.

(b) Collection Compilation

1. Pamphlets, textbooks, class sets, periodicals, out-of-date items, and items in poor physical condition shall neither be counted nor reported in the total collection. No more than five copies of the same print title may be counted to meet standards for a minimum number of items per student.

2. Digital resources should be accessible through a school library webpage or Online Public Access Catalog (OPAC) and may comprise 50% of the collection.

3. The library shall provide access to the virtual library administered by the

Tennessee State Library and Archives and the librarian should receive training. These resources may count for up to 20% of the overall collection or, in schools in which the librarian has received official training within the last five years, they may count for up to 30% of the overall collection.

4. The collection shall include access to a current, complete encyclopedia in any format. In secondary schools, the collection shall also include an unabridged dictionary, one foreign language dictionary in the native language of ESL students in attendance at the school, a local newspaper, and one daily newspaper presenting news on both state and national levels. For digital materials, only full text should be counted in the total.

5. The collection should include a balance of fiction and nonfiction with an appropriate level of text complexity. The resources in the collection should be chosen to: complement and augment the most recently adopted curriculum standards, be a motivational springboard for student research, and encourage self-expression and curiosity by offering a variety of recreational reading material.

(c) Age

Collections meeting the compilation standards are evaluated based on age of the collection as measured in years from the current year:

Basic collection - 16 years and older

Standard collection - 15 years

Exemplary collection - 14 years or less

(d) Technology - Access to Digital Materials

1. Workstations with Internet access in the library information center are

sufficient to provide access for students at the maximum average class size allowable by the state. A workstation may be a desktop, laptop, tablet or similar device, but labs available for checkout should not be counted in the total.

2. School libraries should be equipped with instructional technology, i.e. LCD projector, screen and/or interactive smart board, document camera, computer, etc., including training for such devices.

3. Separate computers in place for both the library management system/circulation and for the librarian.

Forms

Book Recommendation Form

Title:

Author:

Why should this book be added to the collection?

Recommended by :

Student Survey Questions (Done in Google Forms)

Grade Level:

How many times do you visit the library each month?

Check the reason why you visit:

Find materials I am interested in

Read Magazines/ Newspapers

Use Computers

Use Makerspace

Work on Project

Find Materials for Assignment

Answer yes or no:

Do you have enough time to visit the library?

Do you usually find what you are looking for?

Do you receive help if you cannot find what you are looking for?

Do you feel comfortable using the Tennessee Electronic Library?

If you have not been able to find materials that you are looking for, what would you suggest be added?

Is our school library a place you enjoy visiting? Why or why not?

What do you like the most about our school library?

What have you learned this year in our school library?

Name one thing we could improve.

Rate the following 1-5 (1-poor, 5-excellent)

Facility

Collection

Website

Technology

Advice of Librarian

Faculty and Administration Questions (Done in Google Docs)

What is your current position in the school?

If teaching, what grade/subject area do you teach?

Do you feel you have been able to participate in the process of selecting materials to be included in the library's collection?

How often do your classes visit the library?

If you have not visited the library lately, please say why.

Rate the following aspect of the library program 1-5 (1-poor, 5-excellent)

Resources support the curriculum

Librarian consults on curriculum development

Communication

Co-planning and Teaching

Library instruction aligns with classroom assignments

Nurturing in students' love of reading

Reasonable technology access in the library

Policy and Procedures are easy to understand and follow

Evaluates needs of community

What is the best thing about the library program at Gallatin High School?

How could our library be improved?

What titles would you like to see added to the collection?

