

**South Carolina Standards  
for  
School Library Resource Collections**



South Carolina Department of Education  
Columbia, South Carolina

**2016**

## Standards Overview

All schools regardless of enrollment or grades served should use these core collection standards for evaluating the library resource collection. The results of the evaluation should be used for long-range planning to establish goals for collection development.

- Standard selection tools and the South Carolina Department of Education (SCDE) collection development guidelines are used to facilitate decisions on acquisitions, weeding, and collection evaluation. (See appendix C for weeding guidelines.)
- **All** items available in the library resource collection are catalogued and managed with an up-to-date circulation system. The online card catalogue (OPAC) is available on every school computer with local area network (LAN) connectivity. Web-based resources are available at school and beyond the school day providing 24/7 access.
- The resource collection is organized with an appropriate system, such as Dewey Decimal System, BISAC (Book Industry Study Group), etc.
- The collection, regardless of student enrollment or grades served, should have a minimum number of books per pupil; however, no school should be required to have more than 25,000 volumes.
- Completing an annual inventory is recommended as a tool to evaluate your library.
- Library collections may be exemplary in some areas, but not others. In order to obtain the status of “At Risk,” “Basic,” or “Exemplary,” all boxes must be checked within that category.

At Risk	Basic	Exemplary
<input type="checkbox"/> A minimum of 11 books per student that meet the At Risk age requirements, are current, aligned with the curriculum, reflect students’ interests, and are age and developmentally appropriate.	<input type="checkbox"/> A minimum of 13 books per student that meet the Basic age requirements, are current, aligned with the curriculum, reflect students’ interests, and are age and developmentally appropriate.	<input type="checkbox"/> A minimum of 15 books per student that meet the Exemplary age requirements, are current, aligned with the curriculum, reflect students’ interests, and are age and developmentally appropriate.

- With the adoption and implementation of the South Carolina College- and Career-Ready Standards (SCCCR Standards), school library collections should reflect:
  - the balance of fiction and nonfiction according to grade bands, and
  - levels of text complexity.

- The collection of resources is aligned with the school’s curriculum to support the instructional program of the school and district. These resources also meet the recreational reading needs of the school community. (See appendix A for Resource Alignment through Curriculum Mapping.)
- No more than five copies of the same print title may be counted to meet the standard for minimum number of books per student.
- Classroom sets may be cataloged in the school library resource database for inventory and accountability purposes but may not be counted to meet the standard for minimum number of books per student.
- Multi-volume sets (e.g., multi-volume encyclopedias) are counted as one title.
- The collection provides access to resources as reflected in the following grade band charts.
- Periodicals available through Discus may be counted for up to 50 percent of the number of periodical subscriptions required to meet the standard for number of periodical subscriptions for both the general collection and for the professional collection. Access to Discus resources for reference and research is implied in each nonfiction category.
- eBooks, audiobooks, and other digital formats operate the same as printed copies. Unlimited access eBooks should be counted as no more than 5 copies in a library collection.
- To balance the collection and facilitate collection development the following percentages for the fiction and nonfiction sections are suggested.
- **These percentages may vary depending on an individual school’s instructional program.** For example, a high school with a strong literacy initiative may need a collection that is 50% fiction and 50% nonfiction.

Grade Ranges	Fiction percentage of collection	Nonfiction percentage of collection
Early Childhood ( <i>Ages 3-5</i> )	70%	30%
Elementary	60%	40%
Middle School	50%	50%
High School	40%	60%

- The general library resource collection contains fiction books:
  - that are age and developmentally appropriate for the students served;
  - that are diverse and multicultural in scope;
  - that address subjects of interest to the students served;
  - that are reflective of current and classic literature; and
  - that meet the age standards found in the following grade band charts.

- The general library resource collection contains a combination of nonfiction print and non-print resources
  - that are aligned with the school’s curriculum;
  - that address subjects of interest to the students served;
  - that are age and developmentally appropriate for the students served;
  - that reflect the diversity of South Carolina (topics, authors and illustrators); and
  - that meet the age standards found in the following grade band charts.
  
- The **fiction** collection will have an older average copyright date than the nonfiction collection; however, this collection, like the nonfiction collection, should be evaluated and renewed annually to remove items that are outdated, irrelevant, or damaged beyond repair. Specific recommendations for average age of the fiction section and for annual renewal rates are found in the following grade band charts.
  
- The **nonfiction** collection is evaluated annually to remove items containing obvious factual errors, outdated information, that no longer meet the current curricular needs, or are damaged beyond repair. Specific recommendations for annual renewal rates are found in the following grade band charts. Nonfiction items removed from the collection should be discarded according to district policy or SCDE guidelines, if no district policy is available. (See appendix D for SCDE guidelines for disposing of library resources.) Nonfiction items deemed too old for the library resource collection are likewise too old for general classroom use and should, therefore, be discarded.
  
- The following areas of the collection—print and nonprint resources—have been identified as critical areas due to rapidly changing information: political science, economics, science, technology, geography, and travel. These areas should be evaluated, weeded, and renewed annually. Specific recommendations for annual renewal rates are found in grade band charts.
  
- All electronic resources should be available via the LAN and should be accessible on every computer that has LAN connectivity throughout the school and available during the school day and beyond through 24/7 access.

### Grade Definitions:

- **Early Childhood** (3-5 year olds): Standards for elementary schools were developed for pre-readers and early-emerging readers. Schools that include other configurations (such as Montessori) in their population should adapt these standards accordingly to meet the needs of their students.
- **Elementary School:** Standards for elementary schools were developed for the traditional K-5 school model. Schools that include other configurations (such as pre-kindergarten) in their population should adapt these standards accordingly to meet the needs of their students.
- **Middle School:** Standards for middle schools were developed for the traditional middle school serving grades 6-8. Schools with any grade combination that includes grades 6 through 8 should comply with the middle school standards with adaptations made to address the standards for other grades.\*

- **High School:** Standards for high schools were developed for the traditional high school serving grades 9 through 12. Schools with any grade combination that includes grades 9 through 12 should comply with the high school standards. \*

\* Schools that include middle and high school grades (e.g., grades 7-12) should meet the high school standards.

# ELEMENTARY SCHOOL LIBRARY RESOURCE COLLECTION STANDARDS

## Kindergarten through Grade 5 (K-5)

At Risk	Basic	Exemplary
<ul style="list-style-type: none"> <li><input type="checkbox"/> A minimum of 11 books per student that meet the At Risk age requirements, are current, aligned with the curriculum, reflect students' interests, and are age and developmentally appropriate.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A minimum of 13 books per student that meet the Basic age requirements, are current, aligned with the curriculum, reflect students' interests, and are age and developmentally appropriate.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A minimum of 15 books per student that meet the Exemplary age requirements, are current, aligned with the curriculum, reflect students' interests, and are age and developmentally appropriate.</li> </ul>

<b>Fiction and Nonfiction (<i>Print, Digital and/or Online</i>)</b>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> At least 1% of the collection is updated annually.</li> <li><input type="checkbox"/> The overall average copyright date for the fiction books, including Easy, paperbacks, audiobooks and ebooks, is no more than 20 years from the current calendar date.</li> <li><input type="checkbox"/> The overall average copyright date for the nonfiction books, including Easy, audiobooks and ebooks, is no more than 10 years from the current calendar date.</li> <li><input type="checkbox"/> The average copyright date for the total collection is no more than 16 years from current calendar date.<sup>1</sup></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> At least 3% of the collection is updated annually.</li> <li><input type="checkbox"/> The overall average copyright date for the fiction books, including Easy, paperbacks, audiobooks and ebooks, is no more than 17 years from current calendar date.</li> <li><input type="checkbox"/> The overall average copyright date for the nonfiction books, including Easy, audiobooks and ebooks, is no more than 7 years from the current calendar date.</li> <li><input type="checkbox"/> The average copyright date for the total collection is no more than 13 years from current calendar date.<sup>1</sup></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> At least 5% of the collection is updated annually.</li> <li><input type="checkbox"/> The overall average copyright date for the fiction books, including Easy, paperbacks, audiobooks and ebooks, is no more than 15 years from the current calendar date.</li> <li><input type="checkbox"/> The overall average copyright date for the nonfiction books, including Easy, audiobooks and ebooks, is no more than 5 years from the current calendar date.</li> <li><input type="checkbox"/> The average copyright date for the total collection is no more than 11 years from current calendar date.<sup>1</sup></li> </ul>

<sup>1</sup> Here is the formula used to calculate the average copyright date for the total collection: The collection percentages for fiction and for nonfiction were multiplied by the number of years from current calendar date (e.g., 20, 17, 5). The results were added together and rounded to the nearest whole number, where necessary. Example: For calculating the total collection average copyright date for the Basic level: 17 (years from current calendar date for fiction section) X .60 (percentage of total collection for fiction section) = 10.2 years. 7 (years from current calendar date for nonfiction section) X .40 (percentage of total collection for nonfiction section) = 2.8 years. Add 10.2 and 2.8 (10.2 + 2.8 = 13.0). The average copyright date for the total collection at the Basic Level should be no more than 13 years from current calendar date.

# ELEMENTARY SCHOOL LIBRARY RESOURCE COLLECTION STANDARDS

## Kindergarten through Grade 5 (K-5)

At Risk	Basic	Exemplary
<b>Encyclopedia (Print, Digital and/or Online)</b>		
<input type="checkbox"/> Access to Discus	<input type="checkbox"/> Access to Discus <input type="checkbox"/> One encyclopedia	<input type="checkbox"/> Access to Discus <input type="checkbox"/> Two encyclopedias - if print, no more than 5 years from current calendar date
<b>Dictionaries (Print, Digital and/or Online)</b>		
<input type="checkbox"/> Access to Discus <input type="checkbox"/> One dictionary for elementary grades <input type="checkbox"/> One foreign language dictionary	<input type="checkbox"/> Access to Discus <input type="checkbox"/> One dictionary for primary grades <input type="checkbox"/> One dictionary for upper elementary grades <input type="checkbox"/> Two foreign language dictionaries	<input type="checkbox"/> Access to Discus <input type="checkbox"/> One dictionary for primary grades; latest edition available <input type="checkbox"/> One dictionary for upper elementary grades: latest edition available <input type="checkbox"/> Two foreign language dictionaries; latest edition available
<b>Thesaurus (Print, Digital and/or Online)</b>		
-----	<input type="checkbox"/> One standard thesaurus	<input type="checkbox"/> One standard thesaurus; latest edition available
<b>Atlas (Print, Digital and/or Online)</b>		
-----	<input type="checkbox"/> One atlas	<input type="checkbox"/> One atlas; latest edition available
<b>Almanac (Print, Digital and/or Online)</b>		
-----	<input type="checkbox"/> One almanac	<input type="checkbox"/> One almanac; latest edition available

# ELEMENTARY SCHOOL LIBRARY RESOURCE COLLECTION STANDARDS

## Kindergarten through Grade 5 (K-5)

At Risk	Basic	Exemplary
<b>Periodical Index (Print, Digital and/or Online)</b>		
<input type="checkbox"/> Access to Discus	<input type="checkbox"/> Access to Discus	<input type="checkbox"/> Access to Discus
<b>Magazines (Print, Digital and/or Online)</b> (Periodicals available through Discus may be counted for up to 50 percent of the number of periodical subscriptions required to meet standard for the general collection.)		
<input type="checkbox"/> A minimum 2 subscriptions	<input type="checkbox"/> A minimum 4 subscriptions	<input type="checkbox"/> A minimum 6 subscriptions
<b>Newspapers (Print, Digital and/or Online)</b>		
<input type="checkbox"/> Access to Discus <input type="checkbox"/> Access to a local or regional newspaper	<input type="checkbox"/> Access to Discus <input type="checkbox"/> Access to a local or regional newspaper <input type="checkbox"/> Access to a state newspaper	<input type="checkbox"/> Access to Discus <input type="checkbox"/> Access to local or regional newspaper <input type="checkbox"/> Access to a state newspaper <input type="checkbox"/> Access to a national newspaper
<b>Professional Resources (Print, Digital and/or Online)</b> Access to professional resources through Discus, a district library or professional development center collection can be counted toward meeting this standard. "Current" may be defined as materials that meet your present academic curriculum needs.		
<input type="checkbox"/> Current professional resources to number 10% of your certified staff (ex. 1 for a staff of 10, 10 for 100)	<input type="checkbox"/> Current professional resources to number 15% of your certified staff (ex. 1+ for a staff of 10, 15 for 100)	<input type="checkbox"/> Current professional resources to number 20% of your certified staff (ex. 2 for a staff of 10, 20 for 100)



# MIDDLE SCHOOL LIBRARY RESOURCE COLLECTION STANDARDS

## Grades 6-8

At Risk	Basic	Exemplary
<ul style="list-style-type: none"> <li><input type="checkbox"/> A minimum of 11 books per student that meet the At Risk age requirements, are current, aligned with the curriculum, reflect students' interests, and are age and developmentally appropriate.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A minimum of 13 books per student that meet the Basic age requirements, are current, aligned with the curriculum, reflect students' interests, and are age and developmentally appropriate.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A minimum of 15 books per student that meet the Exemplary age requirements, are current, aligned with the curriculum, reflect students' interests, and are age and developmentally appropriate.</li> </ul>

<b>Fiction and Nonfiction (<i>Print, Digital and/or Online</i>)</b>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> At least 1% of the collection is updated annually.</li> <li><input type="checkbox"/> The overall average copyright date for the fiction books, including audiobooks and ebooks, is no more than 20 years from the current calendar date.</li> <li><input type="checkbox"/> The overall average copyright date for the nonfiction books, including audiobooks and ebooks, is no more than 10 years from the current calendar date.</li> <li><input type="checkbox"/> The average copyright date for the total collection is no more than 15 years from current calendar date.<sup>2</sup></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> At least 3% of the collection is updated annually.</li> <li><input type="checkbox"/> The overall average copyright date for the fiction books, including audiobooks and ebooks, is no more than 17 years from current calendar date.</li> <li><input type="checkbox"/> The overall average copyright date for the nonfiction books, including audiobooks and ebooks, is no more than 7 years from the current calendar date.</li> <li><input type="checkbox"/> The average copyright date for the total collection is no more than 12 years from current calendar date.<sup>2</sup></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> At least 5% of the collection is updated annually.</li> <li><input type="checkbox"/> The overall average copyright date for the fiction books, including audiobooks and ebooks, is no more than 15 years from current calendar date.</li> <li><input type="checkbox"/> The overall average copyright date for the nonfiction books, including audiobooks and ebooks, is no more than 5 years from the current calendar date.</li> <li><input type="checkbox"/> The average copyright date for the total collection is no more than 10 years from current calendar date.<sup>2</sup></li> </ul>

<sup>2</sup> Here is the formula used to calculate the average copyright date for the total collection. The collection percentages for fiction and for nonfiction were multiplied by the number of years from current calendar date (e.g., 20, 17, 5). The results were added together and rounded to the nearest whole number, where necessary. Example: For calculating the total collection average copyright date for the Basic level: 17 (years from current calendar date for fiction section) X .45 (percentage of total collection for fiction section) = 7.65 years. 7 (years from current calendar date for nonfiction section) X .55 (percentage of total collection for nonfiction section) = 3.85 years. Add 7.65 and 3.85 and round to the nearest whole number (7.65 + 3.85 = 11.5). The average copyright date for the total collection at the Basic level should be no more than 12 years from current calendar date.

# MIDDLE SCHOOL LIBRARY RESOURCE COLLECTION STANDARDS

## Grades 6-8

At Risk	Basic	Exemplary
<b>Encyclopedia (Print, Digital and/or Online)</b>		
<input type="checkbox"/> Access to Discus	<input type="checkbox"/> Access to Discus <input type="checkbox"/> One encyclopedia	<input type="checkbox"/> Access to Discus <input type="checkbox"/> Two encyclopedias - if print, no more than 5 years from current calendar date.
<b>Dictionaries (Print, Digital and/or Online)</b>		
<input type="checkbox"/> Access to Discus <input type="checkbox"/> One dictionary <input type="checkbox"/> One foreign language dictionary	<input type="checkbox"/> Access to Discus <input type="checkbox"/> One dictionary for middle grades <input type="checkbox"/> Two foreign language dictionaries	<input type="checkbox"/> Access to Discus <input type="checkbox"/> One dictionary for middle grades; latest edition available <input type="checkbox"/> One foreign language dictionary for each language taught; latest edition available
<b>Thesaurus (Print, Digital and/or Online)</b>		
-----	<input type="checkbox"/> One standard thesaurus	<input type="checkbox"/> One standard thesaurus; latest edition available.
<b>Atlas (Print, Digital and/or Online)</b>		
-----	<input type="checkbox"/> One atlas	<input type="checkbox"/> One atlas; latest edition available
<b>Almanac (Print, Digital and/or Online)</b>		
-----	<input type="checkbox"/> One almanac	<input type="checkbox"/> One almanac; latest edition available

# MIDDLE SCHOOL LIBRARY RESOURCE COLLECTION STANDARDS

## Grades 6-8

At Risk	Basic	Exemplary
<b>General Reference Sources (Print, Digital and/or Online)</b>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> Access to Discus</li> <li><input type="checkbox"/> One reference resource that reflects the school's academic program</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Access to Discus</li> <li><input type="checkbox"/> Two reference resources that reflect the school's academic program</li> <li><input type="checkbox"/> One standard book of quotations</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Access to Discus</li> <li><input type="checkbox"/> Three reference resources that reflect the school's academic program</li> <li><input type="checkbox"/> One standard book of quotations</li> </ul>
<b>Periodical Index (Print, Digital and/or Online)</b>		
<input type="checkbox"/> Access to Discus	<input type="checkbox"/> Access to Discus	<input type="checkbox"/> Access to Discus
<b>Magazines (Print, Digital and/or Online)</b> (Periodicals available through Discus may be counted for up to 50 percent of the number of periodical subscriptions required to meet standard for the general collection.)		
<input type="checkbox"/> A minimum 3 subscriptions	<input type="checkbox"/> A minimum 5 subscriptions	<input type="checkbox"/> A minimum 7 subscriptions

<b>Newspapers (Print, Digital and/or Online)</b>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> Access to Discus</li> <li><input type="checkbox"/> Access to a local or regional newspaper</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Access to Discus</li> <li><input type="checkbox"/> Access to a local or regional newspaper</li> <li><input type="checkbox"/> Access to a state newspaper</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Access to Discus</li> <li><input type="checkbox"/> Access to at least one local or regional newspaper</li> <li><input type="checkbox"/> Access to a state newspaper</li> <li><input type="checkbox"/> Access to a national newspaper</li> </ul>
<b>Professional Resources (Print, Digital and/or Online)</b> Access to professional resources through Discus, a district library or professional development center collection can be counted toward meeting this standard. "Current" may be defined as materials that meet your present academic curriculum needs.		
<ul style="list-style-type: none"> <li><input type="checkbox"/> Current professional resources to number 10% of your certified staff (ex. 1 for a staff of 10, 10 for 100)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Current professional resources to number 15% of your certified staff (ex. 1+ for a staff of 10, 15 for 100)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Current professional resources to number 20% of your certified staff (ex. 2 for a staff of 10, 20 for 100)</li> </ul>

## HIGH SCHOOL LIBRARY RESOURCE COLLECTION STANDARDS Grades 9-12

At Risk	Basic	Exemplary
<input checked="" type="checkbox"/> A minimum of 11 books per student that meet the At Risk age requirements, are current, aligned with the curriculum, reflect students' interests, and are age and developmentally appropriate.	<input type="checkbox"/> A minimum of 13 books per student that meet the Basic age requirements, are current, aligned with the curriculum, reflect students' interests, and are age and developmentally appropriate.	<input type="checkbox"/> A minimum of 15 books per student that meet the Exemplary age requirements, are current, aligned with the curriculum, reflect students' interests, and are age and developmentally appropriate.

Fiction and Nonfiction ( <i>Print, Digital and/or Online</i> )		
<input type="checkbox"/> At least 1% of the collection is updated annually.  <input type="checkbox"/> The average copyright date for the fiction book, including audiobooks and ebooks, is no more than 20 years from the current calendar date.  <input checked="" type="checkbox"/> The average copyright date for the nonfiction books, including audiobooks and ebooks, is no more than 10 years from the current calendar date.  <input type="checkbox"/> The average copyright date for the total collection is no more than 14 years from current calendar date. <sup>3</sup>	<input type="checkbox"/> At least 3% of the collection is updated annually.  <input type="checkbox"/> The average copyright date for the fiction books, including audiobooks and ebooks, is no more than 17 years from current calendar date.  <input type="checkbox"/> The average copyright date for the nonfiction books, including audiobooks and ebooks, is no more than 7 years from the current calendar date.  <input checked="" type="checkbox"/> The average copyright date for the total collection is no more than 11 years from current calendar date. <sup>3</sup>	<input checked="" type="checkbox"/> At least 5% of the collection is updated annually.  <input checked="" type="checkbox"/> The average copyright date for the fiction books, including audiobooks and ebooks, is no more than 15 years from the current calendar date.  <input type="checkbox"/> The average copyright date for the nonfiction books, including audiobooks and ebooks, is no more than 5 years from the current calendar date.  <input type="checkbox"/> The average copyright date for the total collection is no more than 9 years from current calendar date. <sup>3</sup>

<sup>3</sup> Here is the formula used to calculate the average copyright date for the total collection. The collection percentages for fiction and for nonfiction were multiplied by the number of years from current calendar date (e.g., 20, 17, 5). The results were added together and rounded to the nearest whole number, where necessary. Example: For calculating the total collection average copyright date for the Basic level: 17 (years from current calendar date for fiction section) X .35 (percentage of total collection for fiction section) = 5.95 years. 7 (years from current calendar date for nonfiction section) X .65 (percentage of total collection for nonfiction section) = 4.55 years. Add 5.95 and 4.55 and round to the nearest whole number (5.95 + 4.55 = 10.50). The average copyright date for the total collection at the Basic level should be no more than 11 years from current calendar date.

# HIGH SCHOOL LIBRARY RESOURCE COLLECTION STANDARDS

## Grades 9-12

At Risk	Basic	Exemplary
<b>Encyclopedia (Print, Digital and/or Online)</b>		
<input type="checkbox"/> Access to Discus	<input checked="" type="checkbox"/> Access to Discus <input checked="" type="checkbox"/> One encyclopedia	<input type="checkbox"/> Access to Discus <input type="checkbox"/> Two encyclopedias - if print, no more than 5 years from current calendar date
<b>Dictionaries (Print, Digital and/or Online)</b>		
<input type="checkbox"/> Access to Discus  <input type="checkbox"/> One dictionary  <input type="checkbox"/> One foreign language dictionary for each language taught.	<input checked="" type="checkbox"/> Access to Discus  <input checked="" type="checkbox"/> One dictionary for high school grades  <input checked="" type="checkbox"/> One foreign language dictionary for each language taught	<input type="checkbox"/> Access to Discus  <input type="checkbox"/> One dictionary for high school grades, must be latest edition  <input type="checkbox"/> One foreign language dictionary for each language taught; must be the latest edition.
<b>Thesaurus (Print, Digital and/or Online)</b>		
<input type="checkbox"/> One standard thesaurus	<input type="checkbox"/> 2 thesauri	<input checked="" type="checkbox"/> 2 thesauri; latest edition available.
<b>Atlas (Print, Digital and/or Online)</b>		
<input type="checkbox"/> One comprehensive atlas, no more than 8 years from current calendar date	<input type="checkbox"/> One comprehensive atlas, no more than 5 years from current calendar date	<input checked="" type="checkbox"/> One comprehensive atlas, no more than 2 years from current calendar date
<b>Almanac (Print, Digital and/or Online)</b>		
<input type="checkbox"/> One almanac	<input type="checkbox"/> One almanac, latest edition available	<input checked="" type="checkbox"/> Two almanacs; latest editions available

# HIGH SCHOOL LIBRARY RESOURCE COLLECTION STANDARDS

## Grades 9-12

At Risk	Basic	Exemplary
<b>General Reference Sources (Print, Digital and/or Online)</b>		
<i>Overall average age is no more than 9 years from the current calendar date.</i>	<i>Overall average age is no more than 7 years from the current calendar date.</i>	<i>Overall average age is no more than 5 years from the current calendar date.</i>
<input type="checkbox"/> Access to Discus  <input type="checkbox"/> One reference resource that reflects the school's academic programs	<input type="checkbox"/> Access to Discus  <input type="checkbox"/> Two reference resources that reflect the school's academic programs  <input type="checkbox"/> One standard book of quotations	<input checked="" type="checkbox"/> Access to Discus  <input checked="" type="checkbox"/> Three reference resources that reflect the school's academic programs  <input checked="" type="checkbox"/> One standard book of quotations
<b>Periodical Index (Print, Digital and/or Online)</b>		
<input type="checkbox"/> Access to Discus	<input type="checkbox"/> Access to Discus	<input checked="" type="checkbox"/> Access to Discus
<b>Magazines (Print, Digital and/or Online)</b> (Periodicals available through Discus may be counted for up to 50 percent of the number of periodical subscriptions required to meet standard for the general collection.)		
<input type="checkbox"/> A minimum 5 subscriptions	<input type="checkbox"/> A minimum 7 subscriptions	<input checked="" type="checkbox"/> A minimum 9 subscriptions
<b>Newspapers (Print, Digital and/or Online)</b>		
<input checked="" type="checkbox"/> Access to Discus  <input checked="" type="checkbox"/> Access to a local or regional newspaper	<input type="checkbox"/> Access to Discus  <input type="checkbox"/> Access to local or regional newspapers  <input type="checkbox"/> Access to a state newspaper	<input type="checkbox"/> Access to Discus  <input type="checkbox"/> Access to local or regional newspapers  <input type="checkbox"/> Access to a state newspaper  <input type="checkbox"/> Access to national newspaper
<b>Professional Resources (Print, Digital and/or Online)</b> Access to professional resources through Discus, a district library or professional development center collection can be counted toward meeting this standard. "Current" may be defined as materials that meet your present academic curriculum needs.		
<input checked="" type="checkbox"/> Current professional resources to number 10% of your certified staff (ex. 1 for a staff of 10, 10 for 100)	<input type="checkbox"/> Current professional resources to number 15% of your certified staff (ex. 1+ for a staff of 10, 15 for 100)	<input type="checkbox"/> Current professional resources to number 20% of your certified staff (ex. 2 for a staff of 10, 20 for 100)

# Standards for Technology

## (Desktops, Laptops, Tablets, and Mobile Devices)

Technology devices should be able to access local, district and state-provided resources.

All libraries should have wireless access for use of technology.

At Risk	Basic	Exemplary
<b>Electronic Devices for Library Clerical Use</b>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> One computer is dedicated to the circulation process.</li> <li><input type="checkbox"/> One administrative computer for the school librarian and staff.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> One computer is dedicated to the circulation process, and a second computer is available for clerical use.</li> <li><input type="checkbox"/> Each school librarian has a computer.</li> <li><input type="checkbox"/> Each library staff member has access to a computer.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> One computer is dedicated to the circulation process, and a second computer is available for clerical use and for circulation.</li> <li><input checked="" type="checkbox"/> Each school librarian has a device that is the same or equivalent to the model used by administrators and teachers.</li> <li><input checked="" type="checkbox"/> Each library staff member has access to a computer.</li> </ul>
<b>Electronic Devices &amp; Resources for Library Instruction</b>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> Library instructional equipment should be equivalent to classroom teachers' equipment (ex. interactive whiteboards, projectors, LCD panels, document cameras, etc.)</li> <li><input type="checkbox"/> Devices for student use.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Library instructional equipment should be equivalent to classroom teachers' equipment (ex. interactive whiteboards, projectors, LCD panels, document cameras, etc.)</li> <li><input checked="" type="checkbox"/> One classroom set of student devices for library instruction. (Library lab, computer cart, etc.)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Library instructional equipment should be <b>at least</b> equivalent to classroom teachers' equipment (document camera, flat screen TV, tablets, etc.)</li> <li><input type="checkbox"/> At least one set of current student devices for instruction (specifically designated for the library)</li> <li><input type="checkbox"/> Additional devices for general student use within the library.</li> </ul>

## Electronic Devices for Library Services

<ul style="list-style-type: none"> <li><input type="checkbox"/> One printer</li> <li><input type="checkbox"/> One camera or device with camera functions for library and patron use</li> <li><input type="checkbox"/> One video camera or device with video functions for library and patron use</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> One networked printer</li> <li><input type="checkbox"/> One camera or device with camera functions for library and patron use</li> <li><input type="checkbox"/> One video camera or device for library and patron use</li> <li><input type="checkbox"/> One multimedia set-up (flatscreen TV/DVD, projector/laptop, etc.) to support multimedia services in the school</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> At least one color networked printer that supports student devices, 1:1 program, etc.</li> <li><input checked="" type="checkbox"/> Multiple cameras or devices with camera functions for library and patron use</li> <li><input checked="" type="checkbox"/> Multiple video cameras or devices for library and patron use</li> <li><input checked="" type="checkbox"/> At least one multimedia set-up (flatscreen TV/DVD, projector/laptop, etc.) to support multimedia services in the school</li> <li><input checked="" type="checkbox"/> Access to a broadcast studio or equipment for school-wide productions</li> </ul>
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## Collaborative & Innovative Space

Examples of resources for design & creativity could include recyclables, Legos, puzzles, markers/pens, circuit boards, material, 3D pens or printers, sewing machines, etc.

<ul style="list-style-type: none"> <li><input type="checkbox"/> Resources are available for collaboration and/or innovation</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Available space and resources for collaboration and/or innovation</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Designated area and resources for collaboration and/or innovation</li> </ul>
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## Communication & Social Media

All libraries should have a library website (accessible through the school website) that includes:

<ul style="list-style-type: none"> <li><input type="checkbox"/> General information (contact information, hours of operation)</li> <li><input type="checkbox"/> Library events</li> <li><input type="checkbox"/> Links to online catalog and Discus.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> General information</li> <li><input type="checkbox"/> Library news (examples: blog, calendar, newsletter, etc.)</li> <li><input type="checkbox"/> Links to online catalog, Discus, and additional research and curriculum resources.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> General information</li> <li><input checked="" type="checkbox"/> Current library news (blog, calendar, newsletter, etc.)</li> <li><input checked="" type="checkbox"/> Interactive components to the website (may include social media component like blog, Twitter, Remind, etc.)</li> <li><input checked="" type="checkbox"/> Well-organized links to online catalog, Discus, research and curriculum resources for students and for teachers.</li> </ul>
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# APPENDIX A

## Resource Alignment through Collection Mapping

School libraries should support the academic curriculum to promote student achievement by providing information resources in a variety of formats. The school librarian should be knowledgeable about the curriculum at all grade levels and in all subjects in order to ensure the resource collection is properly aligned. A curriculum map is a critical tool for school librarians to understand curriculum implemented in the classroom. According to Heidi Hayes Jacobs, the leading authority on curriculum mapping, a curriculum map gives a visual representation by month of the curriculum, including standards, benchmarks, textbooks, classroom activities, and assessment strategies.

The most helpful curriculum maps are those developed district-wide; however, a building-level curriculum map provides much beneficial information for classroom teachers and school librarians. The school librarian should be a part of any team assembled to create a curriculum map. If, however, a school librarian works in a school that has no curriculum map, then the school librarian should create one specifically for use in the school library. Possible sources of information to use in creating this curriculum map include, but are not limited to, teachers' long-range plans, collaborative planning forms, textbooks, student assignments, conversations with teachers, requests for resources from teachers and students.

Once the school librarian has a curriculum map, the next step is to create a collection map. A collection map gives a visual representation of how the library resource collection—fiction, nonfiction, print, non-print—is aligned with the school's curriculum, showing the number of items available for each major curricular theme, unit, or topic, the average age of these items by Dewey category, and the number of items per student.

A completed collection map provides valuable data for the school librarian to share with decision-makers (e.g., principal, district administration) and stakeholders (e.g., teachers, students, parents, PTA, SIC). The collection map also provides valuable information for the school librarian and the library advisory committee as they collaborate to develop long-range plans for the library media program including collection development, addressing weeding, acquisitions, budgetary considerations and program evaluation and enhancement.

# APPENDIX B

## School Librarian Resources

### SC Department of Education:

- Library Media Specialists, Office of School Leadership:  
(includes library standards for collection and program)  
<http://ed.sc.gov/educators/school-and-district-administrators/certified-support-specialists/library-media-specialists>
- ADEPT (Librarian Evaluation), Office of Educator Effectiveness:  
<http://ed.sc.gov/educators/educator-effectiveness/adept-evaluation-system-2006/induction-and-mentoring/adept-for-library-media-specialists>
- Read to Succeed, Instruction:  
<http://ed.sc.gov/instruction/read-to-succeed>

### State Databases & Resources:

- SC Discus (SC Virtual Library), SC State Library:  
<http://www.statelibrary.sc.gov/discus>
- StudySC (Database of SC-Specific Resources), SC State Library:  
<http://studysc.org>
- StreamlineSC, SC Educational Television (SCETV):  
<http://www.streamlinesc.org>
- Knowitall.org, SC Educational Television (SCETV):  
<http://www.knowitall.org>

### Professional Support:

- SC Association of School Librarians (SCASL):  
<http://www.scasl.net>
- School of Library and Information Science (SLIS), University of SC:  
[http://www.sc.edu/study/colleges\\_schools/cic/library\\_and\\_information\\_science](http://www.sc.edu/study/colleges_schools/cic/library_and_information_science)

# APPENDIX C

## Guidelines on Weeding

### Weeding Resources

- [CREW](#) (Continuous Review, Evaluation, and Weeding)
- [ALA Selected Annotated Bibliography for Library Collection Evaluation](#)

### Why Weed

- To remove outdated, obsolete items and make room for newer more valuable items
- To make the library more user friendly
- To strengthen the collection alignment with the classroom curriculum
- To remove the illusion of a well-rounded, well-stocked collection

### How to Weed

- Identify objective criteria
  - a target circulation date (e.g., two years, five years); or
  - a target copyright date, either a general copyright date or dates specific to Dewey areas (e.g., Fiction, 20 years; 600s, 3 years)
- Pull materials for further evaluation based on subjective criteria (e.g., condition, format, content).
- Discard identified materials according to the district policy or state guidelines in the absence of a district policy.

### OBJECTIVE CRITERIA

- Exceeds target copyright date
- Low circulation rate

### SUBJECTIVE CRITERIA

#### Physical Condition

- Pages torn
- Book covers torn - not repaired or not repaired appropriately
- Old and outdated covers
- Ragged bindings, poorly repaired bindings

#### Content

- Out-of-date
- Trivial subject matter or approach to subject matter
- Inaccurate information (Misinformation is worse than no information!)
- Newer editions available
- Not on a standards list
- Not circulated
- Not used for reference
- Unneeded duplicate
- Biased, depicts inappropriate stereotypes
- Interest or reading level inappropriate for student body

# APPENDIX D

## Suggested Guidelines for Disposing of Discarded Materials

### **Books** (hardback, paperback, reference):

- Identify items to be discarded.
- Remove all school and district identifiable markings.
- Remove the barcode label(s).
- Remove the front and back covers.
- Place removed book covers in trash receptacle.
- Separate the pages of the books into at least 3 sections.
- Place book pages in recycle bin.
- Delete MARC records from library automation database.

### **Magazines** (student and professional):

- Identify items to be discarded.
- Remove all school and district identifiable markings.
- Remove any barcode label(s).
- Delete relevant MARC records from library automation database.
- Offer to art teacher, or other classroom teachers, for future projects.
- Place in recycle bin.

### **A-V Materials** (e.g DVDs, CDs)

- Identify items to be discarded.
- Remove all school and district identifiable markings.
- Remove any barcode label(s).
- Delete MARC records from library automation database.
- Place in trash receptacle.