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ABSTRACT

This is a handbook designed to help Idaho schools bring about more effective learning for their students through the application of media: to help individualize instruction; to assist in emphasizing concepts and ideas; to stimulate inquiry and independent thinking, and to help each student develop his potential for ongoing study. It describes minimum requirements of successful media programs in terms of personnel, facilities, materials, equipment, and budget, and presents guidelines in three phases of planning so that schools may prepare short and long range goals for developing unified media programs in each school building. (Author/CH)

YOUR MEDIA PROGRAM

K-12



DEPARTMENT OF EDUCATION
EDUCATION BUILDING
NATIONAL AVENUE
BOISE, IDAHO

D. F. ENGELKING

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

BOISE, IDAHO

YOUR MEDIA PROGRAM, K - 12

Revision of
Guidelines for
Instructional Materials Programs
in Idaho Schools, 1967

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State of Idaho
DEPARTMENT OF EDUCATION
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Boise, Idaho 83707

1972

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STATE OF IDAHO
DEPARTMENT OF EDUCATION

YOUR MEDIA PROGRAM, K - 12

Approved September 7, 1972 by the

IDAHO STATE BOARD OF EDUCATION

as the revision
of

Guidelines for Instructional Materials Programs in Idaho Schools 1967

for adoption September 1, 1972

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THE COMMITTEE expresses appreciation to the many agencies and people who have given assistance in the revision of "Guidelines for Instructional Materials Programs in Idaho Schools." In addition to all states of the United States, Guam and the National Indian Affairs responded with copies of their respective standards and guidelines, or proposals for the same, for their media programs. A special acknowledgement is extended to the states of Iowa and Maryland for their permission to utilize their ideas in format and suggestions for quantity standards.

Suggestions of the 75 school media personnel attending the April 1972 Idaho Library Association workshop conference have been incorporated.

Readers selected from all facets of education in Idaho schools, college and university professors of library and audio-visual science courses, subject area and auxiliary services consultants of the Idaho State Department of Education, the Director of the Idaho State Library - all contributed valuable aid.

WHAT DOES IT MEAN? WORDS IN MEDIA

COOPERATIVE VENTURE:

Intermingling of materials with curriculum to emphasize learning rather than teaching; involving teaching and media staffs in the development and implementation of the program

MEDIA:⁶

Printed and audiovisual forms of communication

MEDIA AIDE:⁶

A media staff member with clerical or secretarial competencies

MEDIA CENTER:

A learning center in a school where a full range of print and audiovisual media, necessary equipment, and services from media personnel are accessible to students and teachers; used in place of the terms library, instructional materials and resource centers, or any combination of such terms or related terms

MEDIA GENERALIST:

A professional person with knowledge, understanding of, and competency in the broad range of media services, with particular emphasis on abilities related to development and administration of a unified media program

MEDIA SPECIALIST:

A professional person with a high degree of competency in a specific area of the media program, e.g. book oriented, audiovisual oriented

MEDIA TECHNICIAN:⁶

A staff member who has training below the media specialist level, but who has special competencies in one or more of the following fields: graphics production and display, information and materials processing, photographic production, and equipment operation and simple maintenance

MEDIOGRAPHY:

A list of references encompassing all types of material, book and non-book

PROFESSIONAL STAFF:

School media personnel holding appropriate teaching certificates and endorsements relevant to their assignment

SUPPORTIVE STAFF:

Non-certificated personnel who perform clerical or specialized technical services

SYSTEM WIDE:

All schools included in a school district or several districts if media services are united under one coordinator

TEACHING STATION:⁶

Any part of the school (usually but not always a classroom) where formal instruction takes place. Media centers are not included within this definition although it is recognized that instruction is part of the media program

UNIFIED MEDIA PROGRAM:⁶

A program in which instructional and other services related to both print and audiovisual media are administered in a single unified program under one director

This handbook is specifically written to help Idaho schools bring about more effective learning for their students through the application of media:

to help individualize instruction

to assist in emphasizing concepts and ideas

to stimulate inquiry and independent thinking

to help each student develop his or her potential for on-going study

The effective unified program is designed to include all levels of education. It requires involvement, commitment, and cooperation of all educators - State Department of Education, the local school system, and the staff of the individual school. The unified media program brings together the diversity of materials, technology, services, and human resources. This program will be effective to the degree that it is understood, accepted, and applied by all persons responsible for it.

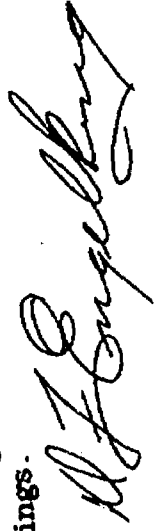
Idaho's schools are faced with the challenge of preparing today's students to meet the complexities of a rapidly changing society. We need all of the teaching skill, dedication and help we can muster to accomplish this.

An important step in this direction is the transformation of the familiar old school library to that of a modern media center. The Idaho State Department of Education wholeheartedly endorses this concept.

The many learning tools provided children through a unified media program are essential components of today's educational process. Simply put, the media center is an extension of the classroom. Media programs no longer should be considered as "supplementary" or an "enrichment." They should be regarded as an integral part of the total school program if we are to attempt to meet the individual needs of the student.

Experience has shown that certain quantities of tangible materials, machines, money, space and people have a greater likelihood of producing desirable results in relation to specific educational goals and objectives. It also has shown that without certain minimums of tangibles very limited educational opportunities are provided.

The sooner all of our schools are able to move toward media centers the sooner our students will benefit through increased educational advantages which will better prepare them for their undertakings.




THE MEDIA PROGRAM WHEN UNIFIED, IS A COOPERATIVE VENTURE

BUILDING LEVEL

SCHOOL SYSTEM LEVEL
K - 12

IDAHO STATE DEPARTMENT
OF EDUCATION

believes in and supports the unified media program

believes in and supports the unified media program

believes in and supports the unified media program

provides and establishes an on-going media program

develops a system wide (K-12) media program

collects, analyzes, and disseminates information on the scope and quality of media programs in the State

implements a media program to meet the goals and objectives of the instructional programs

develops the goals and objectives of the instructional programs

formulates long range plans for the development of school media programs of the State

evaluates the media program for the individual student needs

evaluates the total media program K - 12

provides criteria and procedures for evaluating media programs and provides coordination of media services with critical educational concerns of the State

prepares an annual budget based upon a planned program of goal objectives

coordinates and implements, at the recommendation of the individual buildings, budgets which include facilities, staff, materials, equipment, services

provides guidelines for budget development particularly as related to the assessed needs of the system and individual school

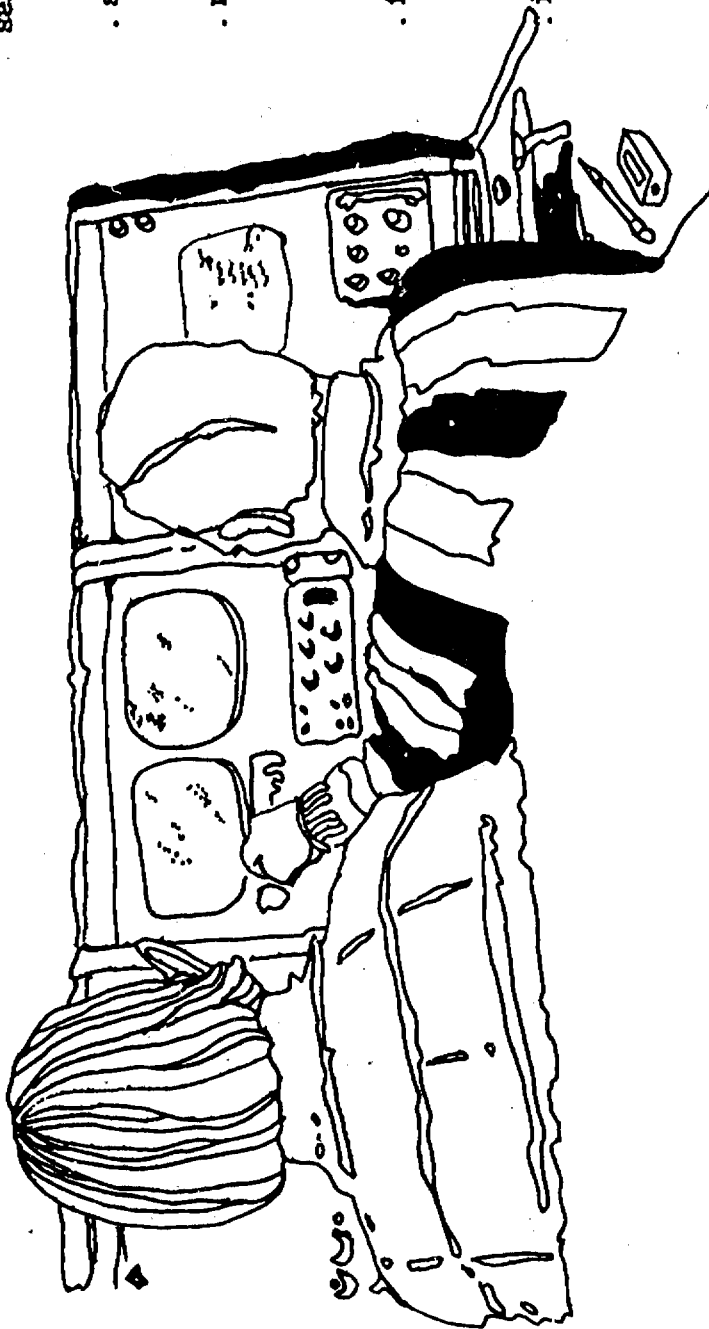
provides professional and supportive staff to implement the building program

provides professional and supportive staff to implement the system K-12 program

assists in the determination of qualifications for certification of media personnel

IDAHO STATE DEPARTMENT OF EDUCATION	SCHOOL SYSTEM LEVEL K - 12	BUILDING LEVEL
<p>provides programs of inservice education on the concepts and utilization of media to administrators, supervisors, media personnel, and teachers</p> <p>develops standards, guidelines, and procedures for improvement of media programs, for selection, organization, and utilization of media and equipment</p> <p>provides advisory and consultative services to local school systems particularly in areas of new media services, technology, and facilities</p> <p>provides opportunity for research in education through maintenance of ERIC files and information retrieval services of ERIC documents</p>	<p>provides inservice educational programs in utilization of media for staff</p> <p>coordinates and assists in purchasing, preparing, and cataloging materials and equipment</p> <p>provides maintenance of media equipment</p> <p>provides a production lab for local production</p> <p>provides a professional library collection and service for teachers</p>	<p>provides inservice educational programs in utilization of media for students, teachers, and administrators</p> <p>selects materials and equipment to meet the needs of the individual students</p> <p>provides inservice education for proper use of equipment</p> <p>provides production services for both students and teachers</p> <p>provides a "mediography" of the system's professional library and/or building level collection</p>

THE MEDIA PROGRAM . . .



serves STUDENTS by providing:

- services - client needs and objectives
- materials - accessible at all times
 - quantity and quality
 - individual and group
 - local production of media
- facilities - flexible
 - accommodate materials, equipment, and users
- inservice programs - how to select and use appropriate materials and equipment
 - opportunity for self-directed learning

" . . . the design . . . should complement the life pursuits of the individual. "2

THE MEDIA PROGRAM . . .



"The superintendent and the principal are key figures to success of any project or undertaking in any school." 37

serves TEACHERS by providing:

- a ONE STOP shopping center

serves ADMINISTRATORS by providing:

- that body of activities which involves the use of all types of communication media by students and instructional staff to accomplish the objectives of the schools.

THE MEDIA PROGRAM . . .

Continuity is important in the total educational program. Elementary school media programs are progressive and vital factors toward effective education of junior/middle and senior high school students. Just as important is the need for secondary levels to follow through on the background established in elementary instruction.

Successful media programs are made up of several components - personnel, facilities, materials, equipment, and budget. No one component can survive without the other and the acquisition of components will not guarantee an effective unified media program.

Quantitative standards do not describe an effective media program.

A school might meet all of the phase iii standards and still have a poor media program. Much depends upon such factors as the opportunity, need, and incentive which the students have to use media materials and services, the kinds of scheduling practices used by the school, the teaching techniques of the staff, the attitudes of teachers and media staff toward students, the interest of school administrators in the program.

"Your Media Program K - 12" presents guidelines in three phases so that Idaho schools may prepare short and long range goals for developing unified media programs in each school building. In as much as Idaho "Guidelines" have been in effect for five years, it is recommended that not over five years be planned for the achievement of phase ii and not over three additional years be planned for reaching phase iii.

Phase i represents the quantitative guideline for minimum media programs in Idaho schools and varies little from standards previously adopted in Idaho (1, 3, 4, 15). This phase is based on the needs of traditional, text-book oriented educational programs and teaching methods, and would not, therefore, be adequate for more progressive modern programs.

Phases ii and iii are designed to aid schools in developing the necessary media services for supporting innovative educational practices. Moving toward the mid-phase, schools will adjust additions to the basic collection to augment their particular instructional program. The third phase is included for the benefit of those schools wishing to progress more rapidly toward contemporary educational programs supporting such innovative practices as: ungraded or continuous progress classes, self-directed learning, acceleration or advanced placement, curriculum discovery methods, ability grouping, and independent study.

PERSONNEL

The strength of the unified media program as an integral part of education may be equated with the effectiveness of its staff. A description of authority and responsibilities should be written for each professional and supportive staff member.

Unified media services require that a professional media generalist, certified and endorsed by the Idaho State Department of Education, be placed in charge with the responsibility for a comprehensive program. Professional personnel, in addition to their academic training in teaching and media (print and non-print) management, have administrative ability and competency in leadership and human relations.

The first full-time staff member must be a professional person (media generalist). As the need for media services grows, additional professional staff with special competencies is required (media specialists). When two or more persons are employed, one is designated as coordinator or director of media services. The person in charge of the media program is a member of the curriculum team and is involved in all aspects of curriculum building. This position is equal in pay and status to other department chairmen.

If professional staff is to fulfill its role, supportive staff is required. Volunteer help is valuable, but these persons extend their aid beyond the functions of the paid staff. Paid supportive staff includes:

- MEDIA AIDES: Responsibilities - typing, record keeping, office routines, shelf reading, shelving and filing, housekeeping
- MEDIA TECHNICIANS: Responsibilities - graphics production, information and materials processing, photographic production, equipment operation and minor maintenance

PROFESSIONAL RESPONSIBILITIES for the unified media program include:

- leadership in the development of philosophy evaluation selection policy budget and its implementation
- guiding students in objective thinking, effective study habits, skill acquisition, and enthusiasm for inquiry and research
- working objectively with teachers for student performance, developing means of achieving goals, and evaluating results
- interpreting media programs to students, faculty, administration, and public
- organizing media materials and services for ready use

STAFF SIZE is governed by:

- administrative accordance
- public support
- school enrollment
- grade range
- instructional program
- diversity and quality of media services
- number of students with special needs

Phase iii

NEA/AASL

1 - 250 students

- 1 full time professional person per center (media generalist)
- 1 additional professional person for each additional 250 students or major fraction thereof (media specialists)
- Professional personnel meet Idaho certification and endorsement requirements
- 2 supportive staff members for each professional person

Phase ii

1 - 399 students

- 1 full time professional person per center (media generalist)
- 1 additional professional person for each additional 400 students or major fraction thereof (media specialists)
- Professional personnel meet Idaho certification and endorsement requirements
- 1 supportive staff member for each professional person

Phase i

IDAHO BASIC (MINIMUM)

1 - 500 students

- 1 full time professional person per center (media generalist)
- 1 additional professional person for each additional 500 students or major fraction thereof (media specialists)
- Professional personnel meet Idaho certification and endorsement requirements
- 1 supportive staff member for each 250 students or major fraction thereof

School systems with three or more attendance units will need to appoint or employ a professional media coordinator for the system.

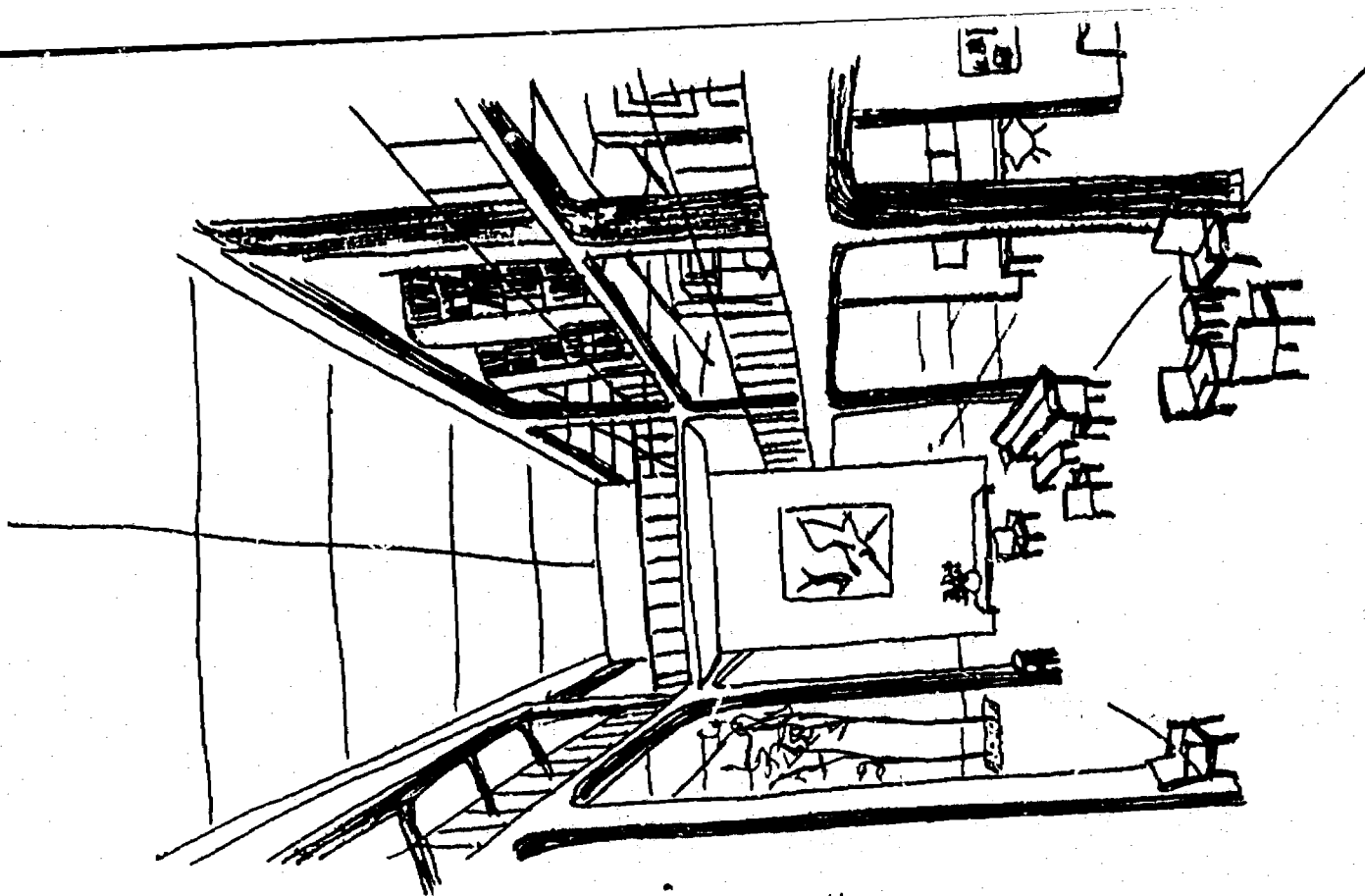
If hours are extended beyond the regular school day, if the media center serves both school and community or if resource and satellite areas are developed, additional personnel, both professional and supportive, are necessary.



FACILITIES

The media center is an action center and should be designed for experiences in learning. Organizational patterns of the total educational program of the individual school will be determinant in the planning, organization, and utilization of the center's facilities. Certain criteria common in planning a unified media program, remodeling, or building a new media center must be considered. The center should:

- have a flexible and attractive design to accommodate supervision and change in the instructional program and be located near center of traffic yet away from noisy areas.
- have safety precautions in design and furnishings
- have electrical, ventilation, and temperature control systems which meet safety and health standards, while also considering the comfort of patrons, protection of materials, and convenience in usage
- have light switches, electrical outlets, thermostats, telephones, and fire extinguishers located so as not to take up needed shelving and storage space.
- have acoustical floor coverings and ceilings
- have at least one telephone outlet in the office area
- have sink with running water
- have standard, open stock library media furniture purchased from a reliable manufacturer and of a size and height appropriate to the grade levels of the school
- have for extended hours of service, outside entrance and rest room



In remodeling and construction of new buildings, NEA/AASL guidelines for school media programs should be considered with no less than Phase ii provisions fulfilled and activity areas of Phase i included.

phase iii

NEA/AASL

Quarters expended to provide a program of superior service as set forth in the joint American Association of School Librarians and NEA Department of Audio Visual Instruction's "Standards for School Media Programs"

phase ii

Within the Media Center:

Space to seat 15% of the school enrollment, but not less than 40 students nor more than 100 students in one reading area (allow 40 square feet per student)

Space to house and store media

Private office

Previewing and listening stations

Production area within the media center

Professional collection area adjacent to or within the media center

Provisions for expansion

phase i

IDAHO BASIC (MINIMUM)

All print (non-text) and non-print materials centrally cataloged and combined into an integrated media center program

Existing space, remodeled quarters, or new facilities to meet the needs of the services and collection in the media program, with space to seat 11% of the school enrollment but not less than 40 nor more than 100 students in one area (allow 40 square feet per student)

Office

Individual viewing and listening area
Conference rooms

Workroom and storage

Production area provided somewhere within the building

Professional collection housed somewhere within the building

Provisions for expansion



MEDIA COLLECTION

The basic function of any school media collection is to meet the demands of the curriculum.

Media collections establish the learning environment and are directly related to curriculum planning. A wide variety of materials is essential to meet the individual requirements of students according to their interests, abilities, learning needs, and instructional objectives.

Selection of materials is the responsibility of the professional media staff in cooperation with the faculty of the school. Both the individual school and school system formulate a written selection policy which is approved by the school administration and adopted by the school board. The professional media staff provides leadership in the development of this policy, with the assistance of representatives of faculty, students, and community residents.

Continuous evaluation is essential and necessary in the use of media center materials. To be considered in the evaluation are accessibility of materials, current trends in education and communication, varied and changing interest of the students, the present collection, and future needs.

"People learn more when responsible for designing their own learning experiences." 16



The initial collection for a new school is a capital outlay item and should be allocated at the time the new building is planned. New schools should begin operating with no less than 3/4 of the materials collection, book and non-book, given in Phase ii with the basic requirements of Phase i fulfilled. Within two years of the date of opening, new schools should meet the standards of Phase ii.

phase iii

phase ii

NEA/AASL

phase i

IDAHO BASIC (MINIMUM)

1 - 200 enrollment: at least
2,400 volumes or 24 volumes
per student, whichever is
greater
201 - 500: 4,800 volumes or
or 14 per student
501 - 1,000: 7,200 volumes
or 10 per student
over 1,000: 10,000 volumes
or 7 per student
(20% duplication allowed)

Elementary - 12,000 items
or 20 items per student
whichever is greater

Junior High - 15,000 items
or 25 items per student,
whichever is greater

Senior High - 18,000 items
or 30 items per student,
whichever is greater.

(An item may be a book,
either hard cover or paper
back, school owned film,
filmstrip, tape or disc re-
cording, kit, slides or
transparencies (not masters),
globes, mounted maps, art
print, study print, or a
periodical subscription)

10,000 volumes representing
at least 9,000 titles or 20
volumes per student, which-
ever is greater; duplicates
as needed to support school
curriculum and supply student
interests

Elementary: 40-50 titles
Junior High: 100-125 titles
Senior High: 125-175 titles

Elementary: 3-6 titles
Secondary: 6-10 titles

Books
(Non-
text)

Magazines
(12 month
subscrip-
tion)

News-
papers

Elementary: 3 titles
Junior High: 4 titles
Senior High: 6 titles

At least one local, one state, and one national newspaper to be represented in the collection.

phase iii

1,000 titles, representing 1,500 prints or 3 prints per student, whichever is greater

2,000 titles or 6 per student, whichever is greater; duplicates as needed to support school curriculum and supply student interest

5,000 commercially and professionally prepared slides

2,000 commercial and professionally prepared transparencies plus a selection of subject matter masters

1,000; duplicates as needed

225 or 1 per 2 students; duplicates and additional to satisfy classroom need

Additional globes as needed

phase ii

phase i

FILMSTRIPS & 8mm FILM LOOP
500 titles or 1 per student, whichever is greater

RECORDINGS
(Disc, record and Audio tapes)
500 titles or 1 per student, whichever is greater

SLIDES
Commercial and locally prepared slides to meet the curriculum needs

TRANSPARENCIES
Commercial and professionally prepared transparencies in the quantity as needed to support the school curriculum, plus a selection of subject matter masters, materials and facilities in order to produce transparencies. (Include only sets of non-expendable transparencies in the item count of Phase ii.)

ART PRINTS
(Reproduced in color or art works)
The number determined by curriculum and circulation demands, with duplicates as needed

STUDY PRINT SETS
The number determined by curriculum and circulation demands, with duplicates as needed

GLOBES
Elementary: 1 per teaching station plus 2 in the media center
Secondary: At least 1 globe per 5 teaching stations and 2 in the media center; in addition, special globes to be available in the media center

MAPS

1 map for each region studied and special maps (economic, weather, political, historical, and others) for each area studied; duplicate maps available for each class section requiring maps at the same time, the number of duplicates to be determined by sections of students and the availability of maps on transparencies and filmstrips; wall maps for teaching stations

16mm FILMS

Ready access from building, system, rental, free loan collections, or from a combination of sources to a minimum of 3,000 titles (Do not include district owned, borrowed, or film rentals in the item count of Phase ii.)

VERTICAL FILE MATERIAL

Pamphlets, government documents, clippings, pictures, and other materials appropriate to the curriculum and student interests. (Do not include vertical file materials in the item count of Phase ii.)

REPLICAS ART, OBJECTS MODELS, EDUCATIONAL GAMES, KITS, REALIA, DIORAMAS, PROGRAMMED INSTRUCTION, VIDEO TAPE

Because of the nature of certain media forms and the evolving or transitional development of others, quantitative recommendations cannot be given. Nevertheless, these materials make a unique contribution to the instructional program and provide resources for the academic needs and general interests of students. An abundant number should be available in the media center.

MICROFORM

Microform, microfiche, and microbook to be purchased as available on topics in the curriculum; for indexed periodical subscriptions and newspaper files to be obtained as needed for reference

PROFESSIONAL COLLECTION

Modern means of communication and transmission of materials may render portions, or perhaps all, of an existent instructional program obsolete, unless supplemented by current materials which are available through modern communication. Individual schools need a collection of carefully chosen current materials supplemented by access to system or multi-system, college, university, and public library collections.

Included in a building level collection are: general education and selected periodical, book, and non-book titles in curriculum subject areas; system and State curriculum guides; and indexes to professional literature. Funds for the professional collection are budgeted in addition to the media program budget. Regardless of the source of funds for the professional collection, the media center should be the clearinghouse for professional materials.

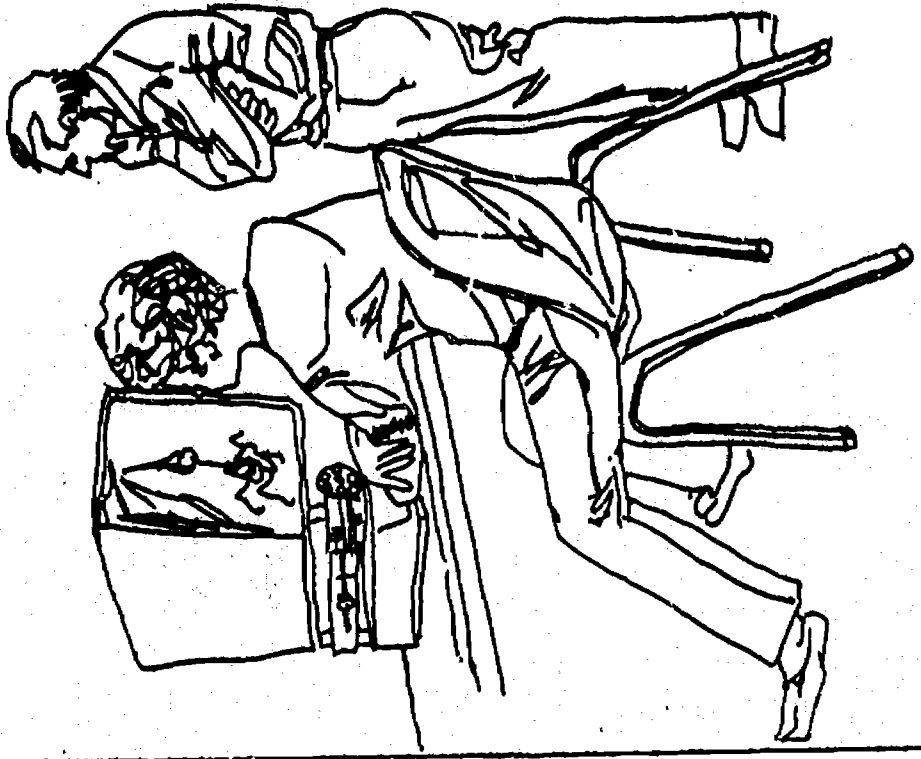


	phase i.....	phase ii.....	phase iii.....
	IDAHO BASIC (MINIMUM)		
BOOKS	200 - 600 titles	600 - 1,000 titles	1,000 titles plus additional as needed
PERIODICALS	10 - 29 titles, with duplication of titles and indexes as needed	30 - 49 titles, with duplication of titles and indexes as needed	50 titles plus additional titles, duplicate titles and indexes as needed
AUDIOVISUAL MATERIALS, PAMPHLETS, ETC.	As needed	As needed	As needed
MICROFORM	To be purchased as available on topics in education and for indexed periodicals		

NEA/AASL

EQUIPMENT

coordinate equipment with software
circulate small equipment and software to students
study current advances in equipment technology



Acquisition of equipment should be related to its use in the total educational program. The quantity of basic equipment recommended on the following pages is a guideline and does not represent a limit to the amount or type of equipment required by the media program. In some of the educational programs, needs for equipment may exceed this basic list. With the rapid advance in technology, recent trends must be taken into consideration in order to avoid purchasing equipment which is apt to become obsolete in use or design.

Purchase should be made from reliable firms and consideration must be given to the frequent and hard usage the equipment will receive. Compatibility of the equipment for utilization of software produced by other companies and availability of software are also criteria for selection of equipment.

IDAHO BASIC (MINIMUM)

NEA/AASL

PROJECTORS

16mm	1 per 10 teaching stations, or fraction thereof, plus 2 in the media center	1 per 5 teaching stations plus 2 in the media center	1 per 2 teaching stations plus 5 in the media center
8mm (self-threading or loop)*	3 available per media center where materials are available	1 per 5 teaching stations in departments where materials are available, plus 5 in media center	1 per teaching station plus 15 in media center
2 x 2 SLIDE* (remote control)	1 per 10 teaching stations plus 2 in media center	1 per 5 teaching stations plus 2 in media center	1 per 3 teaching stations plus 5 in media center
FILMSTRIP OR COMBINATION FILMSTRIP SLIDE	1 per 5 teaching stations plus 1 in media center	1 per 3 teaching stations plus 1 in media center	1 per teaching station plus 4 in media center
SOUND FILMSTRIP	Combine available filmstrip projector with record or tape player	1 per 10 teaching stations plus 1 in media center	1 per 5 teaching stations plus 2 in media center
10 x 10 OVERHEAD	1 per 2 teaching stations plus 2 in media center	1 per teaching station plus 2 in media center	
OPAQUE (with heat shield)	1 per floor plus 1 in media center	Elementary: 1 per 5 teaching stations housed in media center; Secondary: 1 per 10 teaching stations plus 1 in media center	
MICROPROJECTOR	1 per department where applicable		

phase iii

VIEWERS

FILMSTRIP* 1 per 5 teaching stations plus
(AC or 10 in media center
battery)

SOUND FILM- 1 in media center

STRIP

CASSETTE

2 x 2 SLIDE* 1 per 10 teaching stations
(AC or plus 1 in media center
battery)

MICRO- 1 per media center
READERS

(adaptable for micro film, fiche, book)

MICRO-READER-PRINTER

CAMERAS 4 per media center

phase ii

1 1/2 per teaching station housed in media center

1 per 10 teaching stations plus 1 in media center

1 per 5 teaching stations plus 1 in media center

1 per media center

1 per media center

5 per media center

phase iii

4 per teaching station housed in media center

1 per 6 teaching stations plus 2 in media center

1 per teaching station plus 1 in media center

2 per media center

3 per media center

6 per media center

1 per physical education department plus 1 per media center

PORTABLE P. A. SYSTEM

RECORDERS

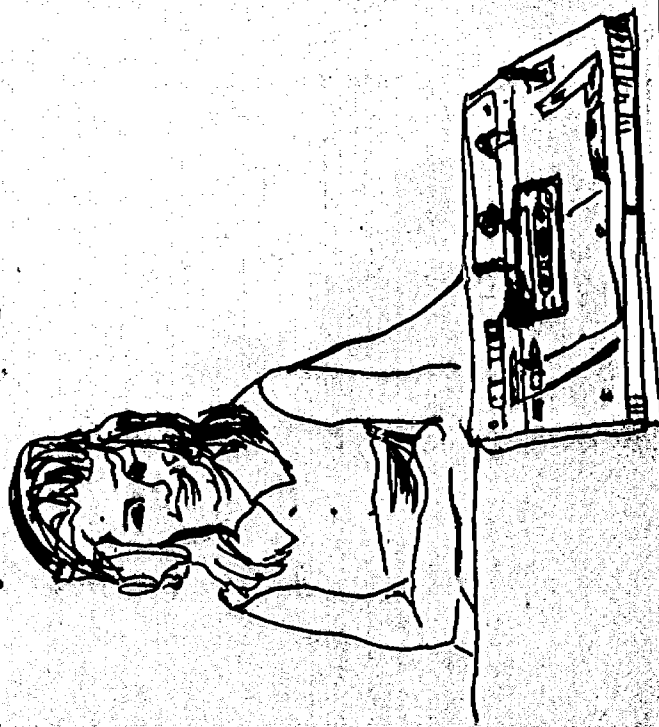
RECORD PLAYERS Elementary: 1 per teaching station grades K-6, plus 2 in media center; Secondary: 1 per 5 teaching stations, plus 5 in media center; stereo equipment in music department

AUDIO TAPE RECORDERS (Reel) 1 per 20 teaching stations plus 2 in media center 1 per 10 teaching stations plus 2 in media center 1 per 10 teaching stations plus 3 (one of which is stereo) in media center

AUDIO RECORDERS* (Cassette) 1 per 5 teaching stations plus 4 in media center 1 per teaching station plus 6 in media center

LISTENING STATIONS* (6-10 ear-phones) Secondary - 1 per 15 teaching stations plus 2 in media center Elementary - 1 per teaching station grades K-6, plus 2 in media center As required by instructional program

PROJECTION SCREENS One permanently mounted screen per teaching station, plus portable screens as needed



phase i phase ii phase iii

TV COLOR RECEIVER, 1 per floor on cart plus 1 in media center; capable of recording off the air
 minimum 23" screen (when programs are available)

1 per teaching station where programs are available plus 1 in media center

RADIO RECEIVERS AM-FM

1 in central distribution center, 1 per foreign language area plus 1 in media center, if reception warrants

PROJECTION CARTS

1 per portable piece of equipment, purchased at the same time equipment is obtained; all carts should be complete with 20' electrical assembly and must be in appropriate sizes

VIDEO TAPE RECORDERS (Portable) Available in District

1 per building

LIGHT CONTROL

Light control in every classroom and media center to the extent that all types of projected media can be utilized effectively

Equipment employed in Audio-tutorial System. As the use of the system increases, the amount of this equipment will increase significantly

Local production requires a facility which is specifically designed, equipped, and staffed to meet the needs of the students and teachers in the visualization of concepts.

EQUIPMENT NEEDED FOR LOCAL PRODUCTION

phase i	phase ii	phase iii
<p>Large type typewriter Large paper cutter Spirit duplicator Mimeograph Stencil cutter Thermo copier Photocopier Lettering devices Pantograph Light board Drafting board 2 x 2 slide sorter Magnetic tape eraser</p>	<p>Visual maker or 35mm camera, Copy lens Copy stand and copy light 4 x 5 enlarger Tools for repair Dry mount press and tacking iron Equipped darkroom</p>	<p>Headliner Offset press Audio duplicator Reel-to-reel Cassette Slide reproducer Motion cameras Additional types of cameras as needed Light meter Diazo copier Collator</p>
	<p>Emphasis on photographic equipment</p>	<p>Phase iii is dependent upon size of school system and availability of equipment and services from district or regional center</p>

BUDGET

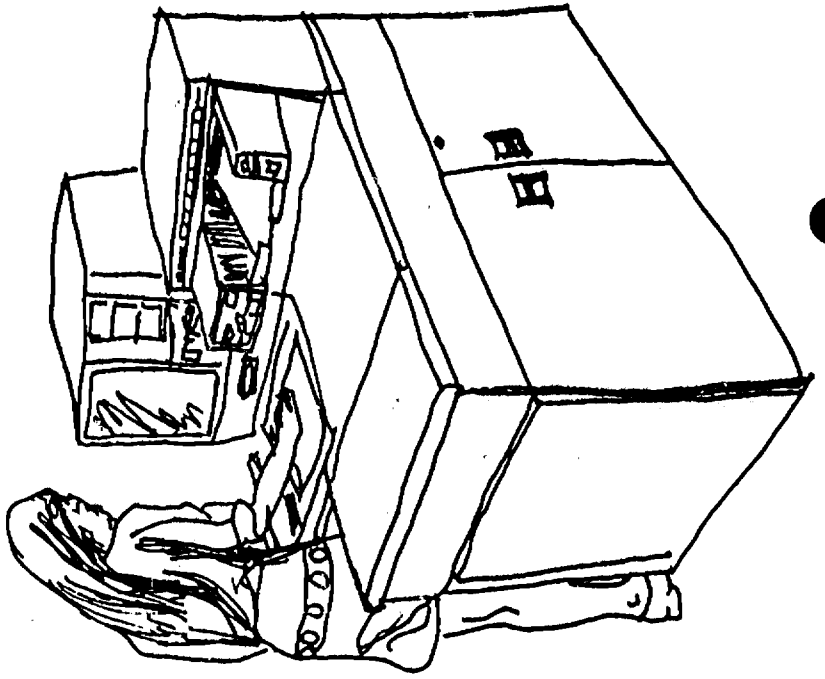
In order to maintain media collections and related equipment, an annual budget is necessary. It is essential that the professional media staff participate in and perform a leading role in the planning and implementation of the budget.

The projected budget on the following page will provide for print media, non-print media, equipment, maintenance, repair, and replacement of media and equipment, expendable supplies needed to reinforce and carry out the media program, and supplies for processing materials and equipment. Professional materials, media center furnishings, and expensive equipment outlays are to be budgeted from funds other than media program funds. Both the individual school and the school system need financial flexibility in order to permit adjusting collections to curriculum changes, changes in teaching techniques, changes in enrollment, and aiding schools in improving sub-par materials and equipment collections.

Annual per pupil outlay for materials is not sufficient for the initial collection for new schools. The initial collection in a new school is a capital outlay item and should be allocated at the time the new building is planned.

An essential feature of budget management is that the individual school and school system accounting procedures provide for accurate and current information showing funds available, disbursements, and encumbrances. Provision allowing for expenditure of budget allotments as needed during the school year is vital to a curriculum and interest oriented media program.

"...regardless of the variables which affect the school, every student is entitled to maximum educational opportunity." 7



phase iii

phase ii

phase i

NEA/AASL

IDAHO BASIC (MINIMUM)

MATERIALS

6% of the local average for per pupil operational cost** (ADA expenditures - general funds) as annual per pupil expenditure to maintain an up-to-date collection of materials for the media program; sufficient supplemental capital outlay to reach Phase i

6% of the state or local average whichever is greater, for per pupil operational cost** (ADA expenditures - general funds) as annual per pupil expenditure to maintain an up-to-date collection of materials for the media program; sufficient supplemental capital outlay to reach Phase ii

6% of the national, state or local average, whichever is greater, for per pupil operational cost*** (ADA expenditures - general funds) as annual per pupil expenditures to maintain an up-to-date collection of materials for the media program; sufficient supplemental capital outlay to reach Phase iii

EQUIPMENT

Sufficient provisions for maintenance of media center equipment, (included in 6%). Sufficient yearly capital outlay to provide for reaching the equipment goals of each phase; additional yearly capital outlays for purchase and replacement of expensive equipment

SUPPLIES

Sufficient yearly allocations to provide adequate quantities of print and non-print supplies for operation of the media center (included in 6%)

*For the average per pupil operational cost of the individual school systems, refer to Idaho State Department of Education "Financial Summaries; Idaho School District" (issued annually in December for the preceding fiscal year.)

** The 1970-71 state average expenditure per pupil (ADA - all funds) was \$552.91 - "Financial Summaries; Idaho School Districts: July 1, 1970 to June 30, 1971" p. 7. At 6% per pupil operational cost, this averages \$33.17 per pupil per annum or 18.4¢ per pupil per school day.

***The 1970-71 national average estimated expenditure per pupil in ADA was \$829.00 - NEA "Estimates of School Statistics, 1970-71" (Research Report 1970-R15). At 6% per pupil operational cost, this averages \$49.74 per pupil per annum or 27.7¢ per pupil per school day.



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YOUR MEDIA PROGRAM

A partial and suggestive list to be used as a sample planning guide to help your school in developing a plan to accomplish desired goals in a certain amount of time. It may be expanded or adapted.

UNIFIED MEDIA PROGRAM

SCHOOL BUILDING

SCHOOL SYSTEM

PHILOSOPHY AND GOALS

OBJECTIVES

ITEM	GOALS	ON HAND	NEED	COST EACH	TO BE ACHIEVED BY THIS DATE	TO BE ACHIEVED BY THIS DATE	TO BE ACHIEVED BY THIS DATE	TO BE ACHIEVED BY THIS DATE	BUDGET					
									1st Yr.	2nd Yr.	3rd Yr.	4th Yr.	5th Yr.	
I. SERVICES P. 6 - 10														
Centralizing collection														
Cataloging														
Assisting & instructing students														
Inservice training for teachers														
Assisting in planning & production of materials														
Assisting in correlation of activities and materials for unit														
Scheduling materials & equipment for uniform use														
Extended hours of service														
II. PERSONNEL P. 6 - 7														
Professional														
Supportive														
III. FACILITIES P. 8 - 9														
Student working space														
Office space														



ITEM	GOALS	ON HAND	NEED	COST EACH	TO BE ACHIEVED BY THIS DATE	TO BE ACHIEVED BY THIS DATE	TO BE ACHIEVED BY THIS DATE	TO BE ACHIEVED BY THIS DATE	TO BE ACHIEVED BY THIS DATE	BUDGET										
										1st YR.	2nd YR.	3rd YR.	4th YR.	5th YR.						
Individual viewing and listening stations																				
Previewing area																				
Individual study																				
Conference rooms																				
Cataloging and processing area																				
Media storage																				
Equipment storage																				
Production area																				
Dark room (p. 21)																				
Faculty area																				
Lighting, acoustics, ventilation																				
Provisions for expansion																				
Furnishings																				
Card catalog																				
Charge desk units																				
Shelving (general)																				
Shelving, files, cabinets, (special types for particular media)																				
Tables, carrels, telephone																				
Workroom furniture																				
IV. MEDIA COLLECTION 7-10-13																				
Books																				
Magazines																				
Newspapers																				
Filmstrips and film loops																				
Recordings																				
Slides																				

ITEM	GOALS	ON HAND	NEED	COST EACH	TO BE ACHIEVED BY THIS DATE	TO BE ACHIEVED BY THIS DATE	TO BE ACHIEVED BY THIS DATE	TO BE ACHIEVED BY THIS DATE	BUDGET						
									1st YL.	2nd YL.	3rd YL.	4th YL.	5th YL.		
Transparencies															
Art Prints															
Study Prints															
Globes															
Maps															
16mm film															
V. PROFESSIONAL COLLECTION P. 14-15															
Books															
Periodicals															
Audiovisual materials															
Microform															
VI. EQUIPMENT P. 16-20															
Projectors															
16mm															
8mm															
Slide															
Filmstrip of 16/slide															
Sound filmstrip															
Overhead															
Opaque															
Heat shield															
Microprojector															
Viewers															
Filmstrip															
Sound filmstrip (cassette)															
Slide															
Microreader															
Microreader printer															

	GOALS	ON HAND	NEED	COST EACH	TO BE ACHIEVED BY THIS DATE	TO BE ACHIEVED BY THIS DATE	TO BE ACHIEVED BY THIS DATE	TO BE ACHIEVED BY THIS DATE	BUDGET					
									1st YL.	2nd YL.	3rd YL.	4th YL.	5th YL.	
Cassettes (for circulation)														
Portable P. A. system														
Recorders														
Record players														
Audio-tape (reel)														
Auto (cassette)														
Listening stations (portable)														
Projection screens														
T.V. receivers														
Public receivers														
Projection carts														
Video-tape recorders														
V.C.R. control														
VII. PROJECTION EQUIPMENT P. 2:														
Large LCD projector														
Large power source														
Slide duplicator														
Microfilm														
Stencil cutter														
Tracing copier														
Photocopier														
Lettering device														
Light board														
Tracing board														
2 x 2 slide projector														
Automatic tape stresser														
Cassettes														
Visual marker														
Micro														
2														
4 x 3														

ITEM	GOALS	ON HAND	NEED	COST EACH	TO BE ACHIEVED BY THIS DATE	TO BE ACHIEVED BY THIS DATE	TO BE ACHIEVED BY THIS DATE	TO BE ACHIEVED BY THIS DATE	TO BE ACHIEVED BY THIS DATE	BUDGET				
										1st YR.	2nd YR.	3rd YR.	4th YR.	5th YR.
Section cameras														
Other														
Copy pens														
Copy stand & copy lights														
L. X. S. EQUIPMENT														
Dry mount press & backing paper														
Darkroom equipment														
Storage facilities (cupboards, files, trays, etc.)														
Tools for repair (screwdrivers, wrenches, pliers, etc.)														
Tinted														
Refrigerator for storing chemicals and film														
Heating														
Office desks														
Audio-duplicator														
Tool to reel magnetic														
Slide reproducer														
Slide meter														
Micro copier														
Collator														
VIII. EQUIPMENT														
Materials														
Equipment														
Supplies														
Maintenance														