Atlantic Technical College and Technical High School Learning Commons Handbook of Policies and Procedures 2017 Table of Contents

Learning Commons Handbook

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Atlantic Technical College and Technical High School Learning Commons Handbook of Policies and Procedures 2017

Section I: Mission Statement, Learning Commons Goals, and Philosophy

Mission Statement: The mission of the Atlantic Technical College and Technical High School Learning Commons is to empower students and staff to become engaged learners, problem solvers, and critical thinkers. The Learning Commons provides an innovative, print and digital rich environment that supports meaningful learning and teaching experiences.

Goals of the Learning Commons Program:

- To provide intellectual and physical access to resources in a multitude of print and non-print formats.
- To provide a multi-use space for quiet study, as well as small and large group instruction and collaboration.
- To provide instruction that fosters competence and stimulates interest in reading, viewing, and using information and ideas.
- To collaborate with other educators to fully integrate information literacy skills into the curriculum.
- To assist teachers and students with the use of technology to enhance teaching and learning.
- To assist in the successful completion of school projects and the pursuit of personal interests.
- To promote the enjoyment of reading.

Learning Commons Philosophy: The Learning Commons staff is committed to the facilitation of resource-based instruction; personal inquiry, integration of technology into the curriculum; staff and student collaboration; and interdisciplinary teaching. We strive to provide our students and staff with the print and non-print resources that encourage and nurture a love of reading, the successful completion of school projects, the development of information literacy skills and the pursuit of personal and professional interests.

Section II: Organization of Learning Commons Resources

The ATC Learning Commons is located in Building 19. This facility includes a computer lab equipped with an LCD projector, printer and 24 desktop computers with internet access and a variety of software programs. The main learning area includes eight desktop computers for student and staff use; a laptop cart with 24 laptops for use in the LC; two printers; a coin-operated copy machine for student use; two MediaScape lounges for student and/or staff collaboration; 50 eReaders available for checkout; a print periodicals collection; and a print collection of approximately 6500 volumes. See Appendix A for a complete list of materials and equipment. The LC is a flexible space with movable tables and seating for small or large group meetings or instruction. Several soft seating areas are available for individual study, as well as multiple charging units for school and personal electronic devices.

A wide variety of digital resources are available through the online Learning Commons Library Guide. http://library.annebryantbgc.com/ATC/LibraryGuide.htm for explanations and home passwords, see Appendix D: Online Resources Brochure.

Section III: Staff Member Roles and Responsibilities
Media Specialist: The Media Specialist is responsible for managing the Learning Commons programs and collections. When making purchases of print and non-print materials collection, it is the responsibility of the Media Specialist to follow the guidelines and procedures described in the Atlantic Technical College and High School Collection Development Policy (Appendix B). The Media Specialist also organizes the delivery of services to students and staff including instruction in the use of Learning Commons materials and equipment. The Media Specialist collaborates with teachers to design, deliver, and assess resource-based lessons, promotes and publicizes the Learning Commons and its programs, serves as a resource person for the integration of technology in the curriculum, and works with the Literacy Coach to promote an appreciation and love of literature.

Technology Team: The Technology Team assists the Learning Commons staff with the management of technology and equipment resources. This includes the regular maintenance, assessment, and purchase of Learning Commons equipment.

Instructional Technologist/eLearning Coordinator (CTE Instructional Technology Support): The Instructional Technologist provides support to teachers through professional development and training for integration of digital learning devices and software into lesson plans, including the intelligent classroom media system. The Instructional Technologist also serves as the eLearning Coordinator and is responsible for providing professional development and training to teachers delivering instruction via distance education, hybrid or via web enhanced methods in their courses, primarily for teachers of Career Technical and Pre-College programs. The eLearning Coordinator administers ATC's learning management system as well.

Section IV: Use of Learning Commons Resources

Learning Commons Hours:
- Open access to the Learning Commons is available for student and staff use during the school day from 6:45 a.m. – 2:45 p.m.
- After school hours: The Learning Commons is open until 3:30 pm on MONDAYS ONLY.

*Reserving use of the Learning Commons Facility for meetings and events: Staff members should contact the Media Specialist to reserve use of the MediaScape lounges, the computer lab, or the Learning Commons Main Room for any events or projects.

Independent Student Visits: Students must sign-in when using the Learning Commons resources. Students may sign in by using the laptops at the Circulation Desk, or they may scan the QR code displayed at the Learning Commons entrance. (A free QR code reader app must be downloaded to a cell phone.) During the school day, high school students should have a pass from their teacher. Students must refrain from eating and drinking in the Learning Commons.

Class Visits: Teachers and instructors may schedule time for full class use of the Learning Commons Main Room and/or the computer lab by contacting the Media Specialist. In an effort to fully integrate information literacy skills into the curriculum, the Media Specialist is available to collaborate with the classroom teachers in all phases of the instructional sequence: the planning, delivery, and assessment of resource-based learning activities.

Orientation: High school students are oriented to Learning Commons resources through activities in their ninth grade Critical Thinking class, and through their Reading and English classes. Instructors of any of the adult technical, academic, or ESOL programs may schedule class orientations by contacting the Media Specialist. Department Chairs should contact the Media Specialist to schedule staff training sessions. These may be scheduled during Professional Learning Communities or on Staff Development days. Department Chairs may select topics relevant to their needs. Further assistance is provided through individual
assistance at "point-of-need," through print materials available in the Learning Commons, and through the Online Orientation and Resources available at the Learning Commons website. The Instructional Technologist provides classroom teacher orientation for use of the intelligent classroom media system in instruction. Orientation documents for the intelligent classroom are available at the ATC SharePoint site: https://browardcountyschools.sharepoint.com/Sites/AtlanticTech/d24/Shared%20Documents/Intelligent-Classroom-Orientations.

**Loan Policy:** All full-time students may borrow Learning Commons materials with a valid school ID. Students may check out up to 4 books at one time for a period of two weeks. Items are renewable for an additional two weeks if returned on time for renewal. Items placed on reserve by instructors do not circulate. Items in the reference collection may be borrowed overnight with permission of the Media Specialist. Students with overdue materials will have limited borrowing privileges until overdue materials are returned. High school students with overdue materials may be prohibited from participating in extra-curricular activities. Items which are more than 90 days overdue become obligations on the student's record. Students are held responsible for the safe return of materials checked out to them. Students are urged to check on Destiny or Virtual Counselor if they are unsure about their library account. Students may not check out digital cameras or laptops; however, eReaders are available for checkout with a signed property pass.

**Staff Circulation:** Faculty and staff have extended loan periods for print materials. Books are checked out for one month and periodicals for one week. AV items, such as videos, are checked out for one week. Digital cameras are also available for checkout.

**PLEASE DO NOT REMOVE ANY MATERIALS FROM THE LEARNING COMMONS WITHOUT FIRST CHECKING THEM OUT WITH THE MEDIA STAFF.**

**Overdue Notices:** Student overdue notices will be sent out quarterly through second block classes. We appreciate staff assistance in getting materials back on time.

**Copies & Printing:** A photocopier is available for students' use at a cost of $0.10 per page. Computer printouts are free of charge. Students may print up to 30 pages per day from the computers at no charge; however, computer printing must be for school-related projects only. Color printing is not available for students.

**Reserving Books for Class Use:** Teachers may select books or consult with the Media Specialist for books to be placed on reserve. These books will be placed on a cart and reserved for the teacher's classes during the specified period of time. Alternately, the teacher may take the materials to their classroom.

**Destiny Resource Lists:** Faculty members may request a bibliography of print and online resources. These Resources Lists will be available through the Destiny Online Library Catalog.

**Interlibrary Loans:** All teachers and full-time students may also borrow books and materials from any Broward County public school Media Center, pending availability. The online catalog of all Broward County school libraries may be viewed at https://broward.lib.foodigitaldestiny.com. Teachers and students may request this interlibrary loan by e-mailing the Media Specialist through a link on the Learning Commons homepage, or by completing a written request in the Learning Commons.

**Newspapers and Periodicals:** Teachers may order free copies of the *Sun-Sentinel* Digital Edition through the Newspapers in Education program, https://ingrading.com/sun-sentinel/ or the *Miami Herald* and *El Nuevo Herald*, http://www.miamiherald.com/inclass. Supplementary teaching resources are also available at these sites.

Currently, the Learning Commons subscribes to 20 print magazines of general and curricular interest. A list of these periodicals and their locations can be found in **Appendix C. Periodicals**.
that are specific to a curriculum are distributed to individual teachers/departments for use in their classrooms.

Students and staff are also provided 24/7 access to a wide variety of full-text periodicals, including magazines, journals, and newspapers through our online databases. Patrons should refer to the Online Resources Brochure, Appendix D, for the most current information and home passwords. The Media Specialist is available for assistance with using these databases. Links to these databases can be found at the Library Guide, http://broward.schoolelis/Media/ATC/media_access.html.

Section V: Technology Use

School Network: Through the wireless school network, students and staff may access the internet from any device. Accessing the school network requires users to acknowledge and agree to BCPS policies, rules and guidelines.

BYOD: Students may bring their own digital device to access school resources. Policies and procedures established for use of cell phone and other electronic devices apply to the use of BYOD devices. Students are only permitted to use the mobile device for programs, websites, and tools specified by the classroom teacher. Flyers with instructions for accessing the BYOD network are located in the Learning Commons and in the ATC Outlook Sharepoint. Complete guidelines for BYOD can be found in the BCPS BYOD Student and Parent Guidelines document:


Computers/Laptops/Tablets: The Learning Commons provides eight desktop computers available for open access by all students and staff. In addition, full-time students and staff may checkout a laptop for use in the Learning Commons. All workstations offer a variety of applications including internet access, word processing, desktop publishing, multimedia capabilities and online periodical and research databases. Teachers and instructors may reserve the LC computer lab with 24 desktop computers by contacting the Media Specialist.

Online Resources: The Learning Commons' home page is the portal to the world of online information: http://www.atc.cc/broward/atlantic/ITS/strategic_planning/learning_commons.html

Through the ATC Library Guides, http://broward.schoolelis/Media/ATC/media_access.html, staff, students and their families have 24/7 access to a number of subscription databases, and wide variety of digital resources. Descriptions of these databases and home access passwords are listed in the Online Resources Brochure found in both media facilities, and in Appendix D. The Media Specialist is happy to collaborate with teachers on the efficient use of the databases. Varying levels of instructional activities can be designed specific to research needs. Please contact the Media Specialist.

Career Technical Education (CTE) teachers have access to online training courses provided by the Florida Association of Career and Technical Education organization (FACTE). Course topics include creating an online classroom, teaching students with disabilities and standards-based instruction. FACTE courses can be found at http://www.facte.org/training_materials.html

Additional online resources for ATC teachers and students include EduVision, our video streaming, live event streaming site; Brightspace/D2L, the technical colleges' distance delivery and web-enhanced curriculum resource & portal; Blackboard Collaborate, our recordable synchronous teaching and learning resource. Please contact the Instructional Technologist for more information and training. Visit the ATC Instructional Technology SharePoint site for
resource documents: https://browardcountyschools.sharepoint.com/Sites/AtlanticTech/d2I/SitePages/Home.aspx

**Acceptable Use Policy for Technology:** According to the School Board of Broward County (SBBC) Policy 5306, the use of computers, technology, and the internet in school must support the district's mission, goals, policies and priorities. This policy may be viewed at www.broward.k12.fl.us/shb/policies. Students must acknowledge and agree to Policy 5306 and Broward Guidelines and Policies for Information and Communications Technology (ICT) Use described in the Broward Technical Colleges Student Handbook. High School students and their parents must acknowledge their understanding of these rules by signing the appropriate forms included **Student Code of Conduct.**

Students must sign-on to use school computers with their own unique username and password. Through their sign-on, they may access their own “My Documents” folder on any school computer.

When using the internet, all students must adhere to the following restrictions:
- No sexually explicit, obscene or otherwise inappropriate web sites
- No game sites
- No YouTube
- No social media sites

**Digital Cameras:** Students wishing to use cameras for projects may do so under the supervision of their classroom teachers. Cameras are not available for student checkout. A green screen is available also for teacher checkout.

**MediaScape Lounges:** Two MediaScape lounges are available for student and staff use. The smaller MediaScape seats four and is located in an enclosed space; the larger MediaScape lounge seats six. Both lounges allow patrons to collaborate by connecting laptops to the lounge monitors. Please see a LC staff member to reserve use of these areas and for assistance with using this new technology.

**Technology Support:** Teachers requiring tech support should complete a **Tech Support Request Form** available on the ATC Outlook Sharepoint site. Teachers needing support or professional development for technology integration, creating web-enhanced or hybrid/distance delivery instruction or courses should contact the Instructional Technologist.

**Section VI: Copyright**

The advancement of technology has made it very easy to “copy and paste” information (text and images) from a wide variety of sources. The issue of copyright compliance in an educational setting is of concern to all students and staff. To assist with understanding this complex issue, the text of the Broward County School Board’s policy regarding copyright issues has been provided in Appendix E. In addition, the Media Specialist is available to help answer questions regarding copyright as well as to provide instruction to students and staff.

The **Media Center Digital Citizenship Library Guide** provides extensive support for staff and students’ understanding of copyright and other issues about the responsible use of digital resources: http://broward-schools.libguides.com/ATC/digitalcitizenship
To discourage plagiarism, high school teachers should use Turnitin.com when asking students to submit written assignments. This online tool checks student work against internet resources and a bank of previously submitted student work. The system then creates a report allowing the teacher and student to gauge the amount of material that was copied from other sources. Please contact the Media Specialist for assistance in using this resource.

Section VII: Production and Audiovisual Services

Production Services: The Learning Commons offers the following production equipment that will enhance and/or reinforce instruction: 2 laminators, 2 paper-cutters, AccuCut letter machine, 2 book-binders, and two poster-makers. All equipment is located in the Learning Commons. If assistance is needed with any of this equipment, arrangements may be made through the LC Staff. To request a poster, please contact the LC staff. All posters should be submitted in PDF format. For posters with mainly text and simple black & white graphics, the two-color poster is recommended.

Lamination: The Media Specialist will laminate materials for teachers upon request, or teachers may laminate their own materials. A 27” laminator and a 12” laminator are available.

Audiovisual Materials: ATC Staff members have access to the Learning Common’s audiovisual collection that includes VHS, DVD, and CDs. All items are cataloged in Destiny, the online library catalog. In addition, teachers may access online instructional videos, images, and support materials through Discovery Education, which is accessed through Broward Schools Single Sign-On. Teachers may also request materials from other school libraries via Interlibrary Loan. Please contact the Learning Commons staff for this or any other assistance with AV materials.

StreamVu: Currently, ATC is piloting StreamVu, an internet protocol television service (IPTV). Teachers and instructors may use the online IPTV to access a variety of television channels, including the Atlantic Technical College channel and various BECON channels at https://view.streamvu.com Teachers have “view only” access through this service. However, teachers may request a video recording by emailing the Media Specialist. Please include the channel, program title, date, and time.

Through BECON, the county provides educational programming as well as informational television programs explaining county policies and procedures. Teachers may check the BECON schedule at StreamVu or at the BECON website:

http://www.broward.k12.fl.us/becon/becon_schedule.html

SBBC Audiovisual Use Policy: A complete description of policies, procedures, and necessary forms are included in Appendix G.

SBBC District Policy 6100 (Appendix G.1) covers both commercially and locally produced materials used in the classroom, on field trips or in before-and-after care programs. The full text of the policy is included in the Appendix of this handbook. Highlights include:

• Use of AV materials must adhere to federal copyright law. • MPAA ratings should be used as a guideline whenever possible, but the policy does not require grade level adherence to ratings.

• Prior to showing a full length feature film (such as Lord of the Rings), teachers must complete Form #2238 (included in Appendix G & available in the Learning Commons) and submit it to the school administration so it can be made available for parent review.

• Administration must make the file of forms available to parents & provide them with Form #2238A to request an alternate assignment if they prefer their student not view the film.

The ATC Instructional Council will function as the AV Review Committee and will evaluate materials only if and when they are questioned as to appropriateness.
Audioconferencing: Cisco MeetingPlace, the BCPS provided conferencing resource is available for teachers and staff to conduct industry or classroom meetings or conferences via phone. Contact the Instructional Technologist for information and training. Instructions for setting up a MeetingPlace conference can be found at the instructional technology SharePoint site:
https://browardcountyschools.sharepoint.com/:h:/s/AtlanticTech-421LZ4B4M0mBjNDoNyrgXu9J4B9xN4r9F18Cp0yg68P6X7Q

Videoconferencing - A videoconferencing system is available in the Building 10 Distance Learning Center (DLC). Teachers should contact the Technology Support Department or the Media Specialist to arrange for a videoconference. Information about Distance Learning opportunities can be found at the BECON website:
https://www.broward.k12.fl.us/decon/dept_distance_learning/index.html

As another option, Skype or Google Hangout sessions may be arranged. Teachers should contact the Technology Support Department, 321-5239, for assistance.

Classroom/Special Events Videotaping: Please contact the Media Specialist or the Technology Support Department for “live” videotaping requests.

Section VIII: Equipment

Audio Visual Equipment - All classrooms are equipped with the “Intelligent Classroom” equipment: ceiling-mounted LCD projectors, DVD players, and document cameras. The Learning Commons has one Recordex interactive instructional device with document camera in the Main Room, and a ceiling-mounted LCD projector and document camera in the computer lab.

To request help with any technology problems, staff members should complete a Tech Request Form found at the Atlantic Technical College Sharepoint on the Outlook email.

If immediate assistance is required, staff members should call the Tech Help Desk, 321-5239.

Section IX: Staff Development

Professional Development Workshops: The Media Specialist, the Technology Support Department staff, and the Instructional Technologist deliver training in the use of technology and equipment, use of the online resources and software programs, the preparation of resource-based instruction, the production of instructional materials, orientation to media resources, developing web-enhanced resources and hybrid/distance education course delivery and other related topics. Training may be scheduled during planning periods, after school, on planning days, and individually as appropriate. Please contact either the Media Specialist, the Technology Support Department, or the Instructional Technologist.

Professional Resources

- The Learning Commons Professional Collection contains print and non-print materials in a range of topics. These items are located in a separate section of the Learning Commons collection.
- BCPS Single Sign-On (SSO) gives teachers access to a database of lesson plans, Atomic Learning, Virtual Counselor, Discovery Education, and a variety of other professional resources. https://broward.idmanna.com
Learning Commons Teacher Resources Library Guide includes links to a variety of databases and websites where teachers can research and read educational articles to improve their own practice. Here teachers may search for engaging student activities; investigate methods to assess student learning; and develop ways to integrate technology to improve instruction and learning: http:// browardschools.browards.com ATC teachers.

The Florida Association of Career and Technical Education organization (FACTE) is a professional association providing resources for Career Technical Education (CTE) teachers including access to online training courses. FACTE resources can be found at http://www.facte.org

Section X: Reading Motivation

In addition to monthly promotions, displays and special programs, the Media Center provides a variety of opportunities for students and staff to read for their own enjoyment and information. Some of these activities include the following:

- **Reading Across Broward** – High school students will receive recognition for their reading accomplishments via this countywide program. The Destiny library catalog list of student check-outs will be used to identify the top 50 students each school year. Top readers will be invited to a special “Reading Rewards Breakfast” in May.

- **ATCHS Book Club** is open to high school students and is a forum for discussion and sharing “good reads.” The club sponsors author visits, literary field trips, and other reading promotion activities.

- **Florida Teens Read** – The Florida Association for Media in Education sponsors this annual reading motivation program. Fifteen books are selected each year by a committee of Media Specialists across the state. Students who read at least three of these books each year may vote for their favorite book in May. A variety of reading activities are scheduled each year in the Learning Commons and in classes to promote these books as well. A list of current titles may be found at http://www.lib.browardschools.com/broward/schools/teens/read/archives.html

- **Battle of the Books** – Each April, a team of ten magnet high school students compete against teams from other Broward County high schools in a competition that focuses on the Florida Teens Read books. Contact the Media Specialist for more information.

- **Book reviews** - All students and staff are invited to submit a brief review of books through the online library catalog, Destiny. Patrons must be logged in to add a review.

- **Book Talks/Book Pass** – The Media Specialist will conduct book talks or a Book Pass activity as requested to encourage use of library materials and/or to support classroom projects. Teachers are welcome to request a book talk/book pass on a particular topic. Please contact the Media Specialist.

- **Destiny Resource Lists** - Through the Destiny online library catalog, students and staff may access bibliographies of books and materials available in the ATC Learning Commons on various topics. Additionally, teachers may request the addition of a specific Resource List. Please contact the Media Specialist.

Section XI: Student Volunteers
The Learning Commons welcomes all volunteers. Students may volunteer in the Learning Commons before and after school to earn community service hours.

Section XII: Evaluation of Media Services and Annual Budgetary Planning

**Media Advisory Board** - The ATC Instructional Council functions as the Media Advisory Board, an important component in the development of an outstanding media program tailored to the unique needs of the school. The purpose of the committee is to assist with defining policies and goals, with the selection and use of educational media and in determining program priorities. In the event of a request for reconsideration of any item in the Learning Commons collection, a committee made up of select Instructional Council members will meet, following procedures outlined in the *Collection Development Policy*.

Each school year, the Instructional Council will also assist in designing and administering student and staff surveys to assess effectiveness of the media program as well as determine current needs for materials and equipment. **Online Quia Surveys** are used to gather input from students and teachers. Sample surveys may be found in *Appendix F*. A teacher needs survey is available at [https://www.surveymonkey.com/r/J3H35H](https://www.surveymonkey.com/r/J3H35H). The student needs survey is found at [https://www.surveymonkey.com/r/JQNN8INS](https://www.surveymonkey.com/r/JQNN8INS).

At any time, staff and students are invited to contact the Media Specialist via e-mail with comments, suggestions for purchases, questions, or concerns.

**Evaluation Rubric** – The ExC³EL Evaluation Rubric designed by the Library Media Services division of the Florida Department of Education, will be used annually by the Media Specialist to evaluate media services. Results will be shared with the director, assistant director, and members of the Instructional Council. The rubric can be found at the FDOE website, [http://www.fldoe.org/itd/library_media/excelr.php](http://www.fldoe.org/itd/library_media/excelr.php).

**Annual Budget** – A sample of the form used for annual budgetary planning can be found in *Appendix H*. The current Media Resources Budget is available from the Media Specialist upon request.
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<thead>
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<th>Building 10</th>
<th>Building 24 – Room 2426</th>
<th>Building 19 Learning Commons</th>
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<tbody>
<tr>
<td>Equipment</td>
<td>Videoconferencing</td>
<td>Small, 12” laminator</td>
<td>Large Laminator</td>
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<td></td>
<td>Staff Copier</td>
<td>Staff Copier</td>
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<td>Scantron</td>
<td>Coin-operated copier</td>
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<td>2-color poster printer</td>
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<td></td>
<td>Large, full color poster printer with computer</td>
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<td>AccuCut machine and dies</td>
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<td>Binding Machine(2) – thermal and spiral</td>
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<td>Scanner</td>
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<td>Electric hole punch</td>
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Appendix B

Atlantic Technical College & Technical High School
Learning Commons
COLLECTION DEVELOPMENT POLICY

I. Philosophy

A. Mission Statement: The mission of the Atlantic Technical College and Technical High School Learning Commons is to empower students and staff to become engaged learners, problem solvers, and critical thinkers. The Learning Commons provides an innovative, print and digital rich environment that supports meaningful learning and teaching experiences.

B. Goals of the Learning Commons Program:

- To provide intellectual and physical access to resources in a multitude of print and non-print formats.
- To provide a multi-use space for quiet study, as well as small and large group instruction and collaboration.
- To provide instruction that fosters competence and stimulates interest in reading, viewing, and using information and ideas.
- To collaborate with other educators to fully integrate information literacy skills into the curriculum.
- To assist teachers and students with the use of technology to enhance teaching and learning.
- To assist in the successful completion of school projects and the pursuit of personal interests.
- To promote the enjoyment of reading.

C. Learning Commons Philosophy: The media staff is committed to the facilitation of resource-based instruction, personal inquiry, and integration of technology into the curriculum, staff collaboration, and interdisciplinary teaching. We strive to provide our students and staff with the print and non-print resources that encourage and nurture a love of reading, the successful completion of school projects, the development of information literacy, and the pursuit of personal and professional interests.

D. Philosophy of the School Board of Broward County with respect to the operation of library media programs:

The library media program of a Broward County school serves as a vital function in all aspects of the school’s life. Its responsibility is to be an integral part of the instructional program, to stimulate intellectual growth, and to encourage and aid individual pursuits of knowledge, enrichment, and recreation.

3/9/2018
Appendix B

As a part of the instructional program, the Learning Commons furnishes a wide variety of curriculum-related materials for use by teachers and students, and provides the services and programs that facilitate the needs of its individual school, providing materials and services in type, level, and subject commensurate with the goal of helping each student reach his greatest potential. In addition to a variety of curriculum-oriented materials, the Learning Commons offers an abundance of quality materials through which students may pursue personal and individual interests.

Broward County Public Schools (BCPS) is committed to a program of flexibility and individual instruction. It is consistent with this commitment that teachers and students have the least restrictive access to use of media materials and services. Professional library media personnel encourage student awareness of all opportunities of the media program. Guidance, assistance, and motivation are offered to promote lifelong skills in identifying, evaluating, and utilizing information. Through careful selection, planning, organization, and continuous reevaluation, the collection and services of the Learning Commons are kept responsive to the long range goals of the educational system well as the immediate needs of teachers and students whom it serves.

II. Selection of Materials

Funded by the state, district, and school, the media collection will contain a wide range of appropriate materials on varying levels of difficulty in a variety of existing and emerging formats and will maintain a focus on materials which address different learning styles and levels.

A. Responsibility

The School Board of Broward County is legally responsible for all matters relating to the operation of the Broward County Schools. The responsibility for coordinating the selection of instructional materials for ATC and Technical High School Learning Commons is delegated to the professionally-trained Media Specialist in consultation with the principal, teachers, and students.

B. Criteria for Selection of Print and Non-Print Materials

1. Materials are selected to support the mission of ATC and Technical High School: To promote excellence in academic, career, and technical studies.

2. Materials are selected to enrich and support the curriculum and the educational, emotional, and recreational needs of the users.
Appendix B

3. Materials shall be appropriate for the age, emotional development, ability levels, learning styles, and social development of ATC and Technical High School students.

4. Materials shall represent differing viewpoints of controversial issues so that users may be motivated to engage in critical analysis of such issues, to explore their own beliefs, attitudes, and behavior, and to make informed choices in their lives.

In keeping with the Library Bill of Rights, materials will be considered on the basis of the following:

- Needs of the curriculum, learning/teaching styles of students, faculty, and staff
- Possible use of material (including small or large group instruction, in-depth study)
- Level of physical, artistic, and literary quality
- Representation of multiple viewpoints
- Treatment of subject and lack of cultural bias
- Accuracy and currency of information
- Scope of coverage
- Support of inquiry and critical thinking skills
- Relationship of the material to the overall collection
- Cost, packaging, and documentation

C. Selection Tools

The following professional resources are available to assist the Media Specialist in the selection process. However, selection is not limited to the use of these tools.

Periodicals: Booklist, Journal of Adolescent and Adult Literacy, Knowledge Quest, Library Media Connection, School Library Journal, Young Adult Library Services

Books: Best Books for Young Adult Readers, Books for You: An Annotated Booklist for Senior High Students, Outstanding Books for the College Bound, Choices for a Generation, Senior High School Library Catalog

Book Lists and Awards: Best Books for Children and Young Adults, Best Books for Young Adults, Outstanding Books for College-Bound Students, Reference Sources in Microform

Online: Follett Titlewave

D. Procedures for selection and maintenance of media collection

3/9/2018
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In selecting materials for purchase, the Media Specialist will evaluate the existing collection and consult reputable, unbiased professionally prepared selection aids, and the Broward County core collection list for high schools. Teachers from all departments and grade levels will be consulted as needed and encouraged at all times to make recommendations. Evaluation and selection of materials is an ongoing process and the purchase of chosen items is undertaken as funds become available. The Media Specialist will have the final decision in purchasing items for the collection.

Gifts and Sponsored Materials - Gifts and/or sponsored materials will be judged by the basic selection criteria and may be accepted or rejected by the Media Specialist on the basis of those standards.

Weeding - Weeding of the collection will take place on a continual basis. Materials which are beyond repair, outdated, or no longer useful will be withdrawn from the collection. Replacement of such materials will be undertaken based on the previously mentioned criteria for selection.

Duplication – Working from a core collection of materials, existing items will be duplicated where necessary based upon history of extensive use of said materials and/or high interest in the particular subject matter. Multiple copies of certain materials will be obtained when needed.

III. Request for Reconsideration of Learning Commons Materials

If a request for reconsideration of any item in the Learning Commons collection is made, the following procedure shall be followed:

1. Inform the complainant of the selection procedures and make no commitments.
2. If the complainant is dissatisfied and wishes to pursue the matter, request that the complainant submit a written “Request for Reconsideration of Instructional Materials.”
3. Immediately inform the principal and the Curriculum Supervisor of BCPS Library Media.
4. The challenged material will remain on the shelf during the reconsideration process.
5. Upon receipt of the completed “Request for Reconsideration of Instructional Materials” form, the Learning Commons Advisory Board will be convened and take the following steps:
   a. Read, view, or listen to the material in its entirety within 15 working days.
   b. Check general acceptance of the material by reading critical reviews and consulting recommended lists.
   c. Determine the extent to which the material fits the selection policy and supports the curriculum.
Appendix B

d. Judge the material for its strength and value as a whole and not in part.
e. Prepare a written report and recommendation.

6. Present the written report and recommendation of the committee to the principal and to the Curriculum Supervisor of BCPS Library Media. The principal will inform the complainant of the committee's decision. The principal should also inform the appropriate administrator at the district level.

7. Retain or withdraw the challenged material as recommended by the advisory committee.

8. If the complainant continues to be dissatisfied, forward a copy of the complete file (including the committee's recommendation) to the Curriculum Supervisor of BCPS Library Media, who will convene the Library Media Department Advisory Committee. The Library Media Department Advisory Committee will follow the steps outlined in #5.

9. A copy of the written report and recommendation from the Library Media Department will be forwarded to the appropriate district level administrators. The Curriculum Supervisor of BCPS Library Media will inform the school principal, Media Specialist, and complainant of the district committee decision.

10. Retain or withdraw the challenged material as mandated by the decision of the committee.

If the complainant is dissatisfied with the decisions rendered by both committees, the complainant may request inclusion on the School Board agenda.

District Policy 6317 SCHOOL LEARNING COMMONSS

THE LEARNING COMMONS IN EACH SCHOOL SHALL SEEK TO SERVE THE NEEDS OF THAT INDIVIDUAL SCHOOL BY PROVIDING MATERIALS AND SERVICES IN TYPE, LEVEL, AND SUBJECT MATTER COMMENSURATE WITH THE GOALS OF THE SCHOOL AND COMMUNITY BEING SERVED.

AUTHORITY: F.S. 230.22 (1) (2) POLICY ADOPTED: 9/5/74

RULES

Availability to Students and Teachers
All school Learning Commons' resources and services are to be accessible to students and teachers throughout each school day that students are in attendance and shall provide for independent or small group study at all times.

The Learning Commons' resources and services are to be available also for additional blocks of time when use of the center and services substantiates the need. Circulation of materials to students may be terminated one week before the end of the school year, but the Learning Commons must remain open for use by students and teachers.

Collection of Materials
The school Learning Commons must:
Appendix B

1. Provide a comprehensive collection of instructional materials which support the curriculum, and consider the individual's needs, the varied interests, abilities, socio-economic backgrounds, and maturity levels of the students served.
2. Provide materials for teachers and students which encourage growth in knowledge, and develop literary, cultural, aesthetic appreciation, and ethical standards.
3. Provide materials which reflect the ideas and beliefs of all religious, social, political, historical, and ethnic groups and their contribution to American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments.
4. Provide continuous opportunity for teachers and students to share in the selection of materials for the Learning Commons.
5. Make use of basic lists of recommended media and recognized authoritative reviewing tools, particularly when the materials cannot be personally examined.
6. Devise a plan for the continuous reevaluation of the materials in order to keep the collection current and relevant to the changing needs of the curriculum and emerging technologies.

A Learning Commons Advisory Committee of each school shall develop additional written policies regarding selection and use of educational media to meet the needs of the individual school.

AUTHORITY: F.S. 230.22 (1) [2]
F.S. 230.23 (7) (D) RULES APPROVED: 9/5/74
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6/15/17
Access these resources via Single Sign-On. Click the Online Student Textbooks and then Library Media.

DESTINY
Online Library Catalog
Search for print and ebooks in the Atlantic Technical College library or in any BCPS Media Center.

SIRS/Proquest
Knowledge Source
A general reference database of articles on social, scientific, health, historic, economic, business, political and global issues.
Includes maps, almanac excerpts, Today’s News.

Available via Single Sign-On

Focus on the information need

F.I.N.D.S.
Research Process

Develop Answer/Solution

Notetaking of relevant information

BRITANNICA
Available via Single Sign-On
Includes full-text encyclopedia articles, plus websites, magazine and journal articles; World Atlas, images, videos, and audio clips.

TumbleBook Library
An online collection of animated, talking picture books with puzzles, quizzes, and teacher resources.
School & Home Access:
Available Via Single Sign-On

An online collection of author & book information.
School & Home Access:
Available Via Single Sign-On
Florida Teens Read (FTR)

FTR is a student choice reading program. Books are available in the Learning Commons. Read at least five books and you can join our Battle of Book's team.

http://browardschools.libguides.com/ATC/readersguide/ATC/BookLists

- Access to full-text articles from magazines, newspapers, reference books, PLUS graphics, video, audio, internet links, & more.
- Do a POWER Search to access articles from General OneFile, Academic OneFile & Virtual Reference Library
- STUDENT RESOURCES IN CONTEXT
- Opposing Viewpoints
- Literature Resource Center: Search by author or title for biographies of writers and critical reviews of their works.
- Health and Wellness Resource Center
- Informe—Una colección de revistas hispánicas contextos completos
- Sources in U.S. History Online
- Computer Database
- Books & Authors

Testing & Education Reference Center      Home
password: sunshine

Taking a college entrance or licensing exam? Looking for a college or graduate school? Need help finding scholarships? Use this database to search thousands of college and graduate school entries. Identify scholarships that meet their financial needs. Take on-line practice tests and use test prep eBooks to obtain your education goals. Includes PSAT, SAT, ACT and more!
Educator's Quick & Essential Guide To COPYRIGHT

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**PRODUCED THROUGH**

Dr. Earlean C. Smiley  
Deputy Superintendent  
Curriculum & Instruction/Student Support

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All rights reserved. Unauthorized duplication is a violation of applicable laws.
HISTORY & GENERAL INFORMATION
Copyright is a very complex subject, partly because the law itself is written so generally that it requires "guidelines" to interpret its intention, but also because new technologies must be shoehorned into old definitions. Former technologies such as the typewriter or filmstrip projector presented few legal problems that couldn't be easily resolved. Enter the computer, distance learning, and the photocopyer and we are dealing with very different issues because of the ability to duplicate, transmit, and even change a work.

Copyright, what is its purpose?
The copyright clause of the Constitution gives Congress the power to grant authors exclusive rights to their works in order to "promote the progress of science and the useful arts." Copyright is the legal protection provided to a creator for his or her work. It establishes specific rights that belong to that creator and provides penalties for their infringement.

The first United States Copyright Act was enacted in 1790 and was almost an exact wording of earlier English law. Although it has been amended over 30 times since then, we are most influenced by the Copyright Act Revision of 1976, which added a "fair use" clause that is critically important to educational use.

What kinds of works are protected?
Copyright covers any creative product in any format from print to graphical to electronic books, videos, magazine articles, paintings, illustrations, and cartoons, even e-mail messages.

How long does copyright protection last?
A very long time. Specifically, it lasts for the life of the author plus 70 years or, for works made for hire, 120 years from its creation.

Are there other ways to legally use copyrighted material?
Yes, you can use public domain materials, expired copyrighted materials, U. S. Government materials, or request permission from the copyright holder. You may also use copyrighted material if your use is "fair use."

What exclusive rights does the copyright holder have?
Section 106 of the Copyright Act specifies these as basic rights of the copyright holder:

1. Reproduction—the right to make copies; this right allows only the copyright holder to make copies (such as making a photocopy from a book).
2. Preparation of Derivative Works—the right to produce a new version or modification of a work (such as making a sound recording, multimedia presentation, or video from a picture book).
3. Public Distribution—the sale, gift, or other transfer of unauthorized copies (includes rental, lease, or distributing photocopies to a class).
4. Public Performance Rights—public performances would include literary, musical, and dramatic works, as well as motion pictures, videos, and other audiovisual works, which are performed in an establishment open to the public or where a substantial number of people are gathered who are beyond the normal circle of family and friends (includes showing a film or videotape in a public place).
5. Public Display—to display a work by "showing" a film, slide, television image, or videocassette in a public place (includes projecting a picture or text to a viewer; hanging a painting, poster, or photograph in a public place).

FAIR USE
The copyright law seeks to promote the public good by protecting the financial interests of creative individuals through prohibiting unauthorized use of their materials on one hand, while simultaneously permitting criticism, comment, news reporting, teaching, scholarship, and research. From your
experience as educators, you know that these two purposes are often in conflict.

One important way that Congress determined to balance these differing interests is through a provision called Fair Use. Fair Use grants certain privileges to certain groups, one of them being educators, for certain uses of copyrighted works.

The following four factors are used in determining Fair Use:

1. **Purpose and character of the use**—looks at how the materials are used, whether for profit, educational or commercial use. Unfortunately for educators, the absence of financial gain alone does not make use of the work permissible. We can't argue that it is all right because we are using it for educational purposes. The courts look at all four factors.

2. **Nature of the copyrighted work**—considers whether the work is scholarly or commercial. Photocopying a newspaper article is more likely to be considered fair use than copying music or a poem. Copying a research study would be more acceptable than copying a workbook for students. Copying a consumable workbook or a textbook clearly deprives the author of the work of his profit.

3. **Amount and substance of the material used**—considers how much and which portions of the work has been used. Reproducing 10 lines of a 20-line poem is very different from reproducing 10 lines of a long novel. Amount is an important factor in the use of both print and multimedia materials, as we will see later on. "Substantiality" addresses how important the portion used is to the whole. The refrain would be much more identifiable than the rest of the lyrics of a song.

4. **Effect of use on the potential market of the work**—requires estimating what the expected purchase of the work might be. If the use is considered to have a negative effect on sales, that use is not likely to be considered fair use. While each of the fair use criteria has a market effect, this one directly concerns potential loss of revenue and is given consideration by the courts.

**What is the Fair Use test?**

Fair Use guidelines were drawn up by a group representing authors, educators, and publishers. They are only guidelines and do not have the force of law. They are only advisory, but they have come to be accepted as meeting the good faith test for fair use.

1. **Brevity**—dictates that the relative amount copied should be brief, for example, 250 words of a poem, 2,500 words or 10% of an article, etc. Picture books, which are generally brief, must be limited to two pages containing no more than 10% of the total text.

2. **Spontaneity**—means that the inspiration and decision did not allow enough time to write for copyright permission. If a teacher finds a useful article while preparing for a class currently being taught, such use would be permissible. However, that article could not be used the next time the class was taught because there would have been sufficient time to write for copyright permission. Additionally, the copying must occur at the request of the teacher and not be the directive from an administrator or other authority.

3. **Cumulative Effect**—is the aggregate use, or combination of small uses, that amount collectively to such a proportion that economic harm is done. Generally, only one copy can be made, with no more than three coming from the same work for a total of no more than nine instances for one course during one term. Finally, such copies can be used only in one course, not several.

**CLASSROOM COPYING OF PRINT MATERIALS — BOOKS, PERIODICALS, ETC.**

**General Provisions**

Teachers may make a single copy for themselves (for research or teaching purposes) of:
- a chapter in a book
- an article from a periodical or newspaper
• a short story, short essay, or short poem, whether in an individual or collective work
• a chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper

Classroom Copies (one for each student)
Materials must carry the copyright notice and meet the three tests of brevity, spontaneity, and cumulative effect.

Brevity:
1. A complete poem if less than 250 words and printed on no more than two pages, or an excerpt from a poem of no more than 250 words.
2. A complete article, story, or essay of less than 2,500 words or an excerpt of no more than 1,000 words or 10% of a work, whichever is less.
3. One chart, graph, diagram, drawing, cartoon, or picture per book or periodical.
4. Not more than two published pages containing less than 10% of a work that combines text and illustrations, such as picture books.

Spontaneity:
1. The copying must be by or at the direction of the individual teacher.
2. The time between preparation and classroom use is too short to request and receive permission.

Cumulative Effect:
1. The copying is only for one course.
2. One short poem, article, story, essay, or two excerpts may be copied from the same author and not more than three from the same collective work or periodical during one class term.
3. There shall be no more than nine instances of multiple copying for one course during one class term.

AUDIOVISUAL MATERIALS USE
Audiovisual works include filmstrips, slides, kits, films, videotapes, cassettes, CD-ROMs, laserdiscs, DVDs, etc. Certainly the most prevalent audiovisual materials used in the schools are videotapes; and despite the fact that educators have been using them for many years, they still create the most concern and questions about permissible use.

Rights of the Educator
Section 110 of the U.S. Copyright Law (Fair Use) determines that educators have certain rights to both display and perform audiovisual materials but that these certain conditions must all be met before use is permissible.

• They must be shown as a part of the instructional program and written into the teacher’s lesson plans.
• They must be shown by students, instructors, or guest lecturers.
• They must be shown either in a classroom or other school location devoted to instruction, such as the media center or auditorium if they are used for instruction.
• They must be shown in a face-to-face setting where teachers and students are in the same building or general area.
• They must be shown only to students and educators.
• They must be shown using a legitimate (not illegally reproduced) copy with the copyright notice included.

Generally Unacceptable Uses
The following uses are generally not acceptable:
• Used for entertainment, recreation, or even cultural value when unrelated to the teaching activity.
• Transmitted by radio or television (either open or closed circuit) from an outside location.
• Shown in a place such as an auditorium or stadium to an audience that is not confined to students (for example, a PTA meeting), and when the public display is not for criticism, comment, news reporting, or teaching.
• The material was illegally acquired or duplicated.

GUIDELINES / OFF-AIR RECORDING
In accordance with the fair use doctrine, non-profit institutions may record television programs and use these recordings for instructional purposes if they meet the following guidelines, which were developed to apply only to off-air recording by non-profit educational institutions.
1. A broadcast program may be recorded off-air simultaneously with broadcast transmission and retained by a non-profit educational institution for a period not to exceed the first forty-five (45) consecutive calendar days after date of recording, after which it must be erased or destroyed immediately. "Broadcast programs" are television programs viewed by the general public without charge.

2. Off-air recordings may be used only once by individual teachers in the course of relevant teaching activities (and repeated only once when instructional reinforcement is necessary), in classrooms and similar places devoted to instruction, as well as in the homes of students receiving formalized home instruction, during the first ten (10) consecutive school days in the forty-five (45) calendar day retention period.

3. Off-air recordings may be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher.

4. After the first ten (10) consecutive days, off-air recordings may be used up to the end of the forty-five (45) calendar day retention period only for teacher evaluation purposes (i.e., to determine whether or not to include the broadcast program in the teaching curriculum).

5. Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content.

6. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.

7. Educational institutions are expected to establish appropriate control procedures to maintain the integrity of these guidelines.

GUIDELINES FOR SCHOOL USE OF RENTED/PURCHASED PRERECORDED VIDEOCASSETTE PROGRAMS

Teachers may use rented or purchased videocassettes only if all the following requirements are satisfied:

1. The programs have been recorded or made in a lawful manner.
2. The programs must be used in the course of face-to-face teaching activities. The teacher must be able to point to specific performance objectives to which the program relates.
3. Programs may be used only in the classroom or similar places devoted to systematic instructional activities.
4. Programs are not to be used for recreational or entertainment purposes.

Cable or Satellite Transmission

Only those cable or satellite programs also available free of charge from open air broadcast may be taped. Pay services, such as HBO, may not be taped.

VIDEOTAPING
Television Programs Taped by Teachers or Parents

Educators may tape television programs in their homes and bring them to school for instructional purposes, but they must follow the Off-Air Guidelines, including the 10/45 day rule (i.e., can show once within 10 days after recording and must erase after 45 days).

Closed Circuit Television Transmission

Closed Circuit broadcast is the ability to transmit programs within a closed or defined area. Showing entire programs over closed circuit television usually requires permission or payment from the copyright holder. Portions of programs shown for news reporting, comment, or criticism may be appropriate.

One way to provide for this usage is to place a statement on the purchase orders citing your intent to use this material over closed circuit television. If the distributor ships the material, it is then all right to assume that they have extended that permission. Equally important is to develop a system for labeling purchased videocassettes to indicate whether or not these rights have been granted.

Purchased Videocassettes

Videocassettes that are purchased from a vendor come only with the rights to perform (or show) and only when the “classroom exception” is met. A teacher may show it to a
class if written into the lesson plan and in face-to-face instruction. Other uses require permissions that must be purchased or requested. For example, showing a video as a reward for good behavior or to entertain requires a permission called “public performance.” Performing (playing) a videocassette over closed circuit television so multiple classes can watch simultaneously requires “closed circuit” rights, because classes other than those studying that subject may be able to view the program. To show The Fourth of July Story to the whole school to increase their patriotic spirit would require both public performance and CCTV rights. However, use of limited portions of The Fourth of July to the whole school for purposes of scholarship, criticism, comment or teaching may in some circumstances be permissible.

**Home Use Only Labeling**

If an educational institution purchases a videotape with a “Home Use Only” label, it is permissible to use the tape for face-to-face instructions as described in the Guidelines.

**Rental of Videotapes**

The rental of videos is permissible as long as the educator follows all of the conditions mentioned previously, unless the rental agreement prohibits the display or performance of the video for educational purposes or on which there is the statement “rentals are for home use only.”

**COMPUTER SOFTWARE**

With all copyrighted productions/publications, but with computer software in particular, the purchaser buys a copy of the program but not the copyright. Unless specified differently, computer software is sold for a single workstation. Therefore, it may not be loaded onto multiple machines or onto a file server where it could be accessed freely without special permission. Computer software usage rights are often more a matter of license rather than copyright.

**Rights of the User**

- to make an archival copy to guard against damage or destruction
- to make the necessary adaptations to use the program correctly on a computer or peripheral
- to use a commercial copy program to “unlock” a program in order to make an archival copy
- to install a CD-ROM set-up on more than one machine, as long as it is used on only one machine at a time
- to make a temporary copy of a program to use on another computer during computer maintenance

**Rights of the Copyright Holder Regarding Computer Technology**

- Reproduction occurs when:
  - a work is placed into a computer and copied (whether on disk, ROM, or RAM for more than a very brief period)
  - a printed work is “scanned” into a digital file
  - a photograph or sound recording is digitized
- Derivative works occur when a work:
  - is annotated, edited, translated
  - has the content of its files changed

**Prohibitions for Educators**

- Copyrighted programs may not be reproduced on school equipment except for those for which rights have been procured.
- Copies of programs which have been reproduced in violation of copyright law may not be used on school equipment.

**MULTIMEDIA FAIR USE GUIDELINES**

**Students**

Students may incorporate portions of lawfully acquired copyrighted materials when producing their own educational multimedia projects for a specific course.

Students may perform and display their own educational multimedia projects in the course for which they were created.

Students may retain these projects in their own portfolios as examples of their academic work for later personal uses such as job and higher education interviews.
Educators

Educators may incorporate portions of lawfully acquired copyrighted materials when producing their own educational multimedia projects for their own teaching tools in support of curriculum-based instructional activities.

Educators may perform and display their own educational multimedia projects for curriculum-based instruction to students in the following situations:

- face-to-face instruction
- directed self-study
- remote instruction to students enrolled in curriculum-based courses and located at remote sites (distance learning)

Educators may perform or display their own educational multimedia projects in presentations to their peers, for example, at workshops or conferences.

Educators may retain their educational multimedia projects in their personal portfolios for later personal use, such as annual evaluations or job interviews.

General Limitations for Both Students and Educators

- Time limit on fair use: two years from completion of the multimedia work for educators, no time limit for students.
- Typical portion limits:
  - motion media – up to 10% or three minutes, whichever is less
  - text – up to 10% or 1,000 words, whichever is less
  - poem – up to 250 words, but further limited to:
    - three poems or portions of poems by one poet, or
    - five poems or portions of poems by different poets from an anthology
  - music – up to 10% or 30 seconds, whichever is less, of the music and lyrics from an individual work or an aggregate of extracts from a work
  - photos and images – up to five works from one author; up to 10% or 15 works, whichever is less, from a collection
- Copies limit: generally only two, but joint work creators may each have a copy.

SCANNING

Scanners convert print and graphical material to a digitized or computer readable format, which is a form of adaptation or one of the five rights of the copyright holder. However, Fair Use allows some educational usage of this format.

- Only limited amounts of copyrighted materials may be converted from print to digital format without the copyright holder’s permission.
- Students may scan limited amounts of copyrighted material (see Multimedia Guidelines) into a project, which can only be shown to the class for which it was produced.
- A staff member cannot scan a cartoon or article into a newsletter for distribution to faculty or parents unless for criticism, comment, or news reporting.
- Public domain print materials may be scanned, but purchased clip art may not unless specific permission is given by the copyright holder as a part of the purchase agreement.

Depending on the use of the scanned image, either photocopying or multimedia guidelines should be followed.

ARE THESE SCENARIOS COPYRIGHT / COPYWRONG?

- The school enrollment increases beyond expectation and teachers have more students than workbooks. Teachers copy workbook pages as needed for classroom instruction.
Wrong - see Fair Use #4. Small amounts are allowed until the new workbooks arrive, but copying entire works is prohibited.

- A teacher asks the media specialist to dub (copy) a video from the school’s collection so she can have her own classroom copy. Wrong - see Video. Reproduction is a right of the copyright owner.

- An art student is creating a multimedia presentation of old master paintings. He scans in a dozen pictures from a library book. Wrong - see Multimedia. Only limited portions can be legally scanned because while the painting may be beyond date limits, the publication date of the book being copied is not.

- The school’s monthly focus is patriotism and all students have been given assignments dealing with patriotism. They open morning announcements with a small amount of music from a teacher’s CD. Maybe - see Multimedia limitations. Up to 10% or 30 seconds, whichever is less, of music can be legally excerpted from a copyrighted work.

- A teacher promises her students a “story video” on Friday if everyone completes their homework. Wrong - see Guidelines for School Use #4. Fair Use only allows for curricular use.

- A student creates a classroom presentation on the topic of space by combining text and photographs from several Internet sites. Maybe - see Multimedia Fair Use Guidelines. Graphic and text limits would need to be followed.
# COPYRIGHT BASICS
## A Brief Summary

<table>
<thead>
<tr>
<th>Copyright defined</th>
<th>Copyright is the legal protection provided to a creator for his or her work books, videos, magazine articles, paintings, illustrations and cartoons, even e-mail messages.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rights of the owner</td>
<td>The copyright holder has the right to reproduce the work in copies, make derivative or modification of the work, distribute the work to the public, as well as publicly perform or display the work.</td>
</tr>
<tr>
<td>Fair Use</td>
<td>Fair Use provides certain rights to educators. Each of the following four factors must be considered in determining Fair Use: purpose and character of the use, nature of the copyrighted work, amount and substantiality of the material used, and the effect of the use on the potential market.</td>
</tr>
<tr>
<td>Fair Use test</td>
<td>Brevity – the relative amount copied, should be brief. Spontaneity – the inspiration and decision did not allow time to write for copyright permission. Cumulative effect – the combination of small uses that amount collectively to such a proportion that economic harm is done.</td>
</tr>
<tr>
<td>Guidelines for classroom copying</td>
<td>Poetry – a complete poem, if less than 250 words or an excerpt of not more than 250 words. Article, story, essay – less than 2,500 words. if complete; 1,000 words or 10%, if an excerpt. Chart, graph, diagram, drawing, cartoon, or picture – 1 per book or periodical. Picture books – 2 published pages or less than 10% of a work.</td>
</tr>
</tbody>
</table>
| Rights of the educator – audiovisual materials | Educators can display and perform audiovisual materials if all these conditions are met:  
* shown as a part of an instructional lesson and written into the lesson plan  
* shown by students, instructors, or guest lecturers  
* shown in a classroom or other school location devoted to instruction  
* shown in a face-to-face setting  
* shown only to students and educators  
* shown, using a legitimate copy. |
| Multimedia Guidelines | The guidelines specify limits on the use of copyrighted material for multimedia productions. Typical portion limits are as follows:  
* motion media – up to 10% or three minutes, whichever is less  
* test – up to 10% or 1,000 words, whichever is less  
* music – up to 10% or 30 seconds, whichever is less, of the music and lyrics  
* photos and images – up to five works from one author; up to 10% or 15 works, whichever is less, from a collection. |
| Video | Off-air recordings – may be freely taped from regular broadcast channels that not from those which charge a fee, following these guidelines:  
* made only at the request of and used by individual teachers  
* retained for a period not to exceed the first 45 consecutive calendar days after the recording  
* used only once by individual teachers in the course of relevant teaching activities (and repeated once, only when instructional reinforcement is necessary)  
* used only for teacher evaluation purposes after the first 10 days  
* copyright notice is included  
Rented or purchased videos:  
* must be used in face-to-face teaching  
* used only in the classroom or similar place of instruction  
* may not be used for recreational or entertainment purposes. |
1. Please indicate your campus location.

- Arthur Ashe, Jr. Campus
- ATC Main Campus
- Coconut Creek ESOL Center
1. Please indicate your status here at ATC:

- technical magnet high school student
- high school Dual Enrollment student
- adult students enrolled in an academic or ESOL program
- Adult student enrolled in a technical program
THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
AUDIOVISUAL MATERIALS USE GUIDELINES

POLICY

Purpose
The purpose of the policy is to establish clear direction and consistent procedures for the use of audiovisual materials for student instruction and classroom use. These resources are to be used for curricular purposes, not for entertainment. Audiovisual materials include both commercially and student/staff produced materials. They include materials used on field trips or in Before and After School Child Care programs at the school. The guidelines that clarify the policy are to be made a part of the Principal's Handbook.

Requirements
All instructional resources, including audiovisual materials, must:

- be consistent with School Board of Broward County policies, educational goals, and the objectives of specific courses and/or activities;
- be consistent with Florida Statutes 1006.3412(b), and relevant to the Sunshine State Standards;
- adhere to federal and state copyright laws, including but not limited to Public Law 94-533, The Copyright Act and School Board of Broward County Policy #6318 and
- reflect the best teaching practices based on age appropriateness and instructional relevance.

DEFINITION
Audiovisual materials are those nonprint materials (such as videocassettes, CD-ROMs, and DVDs) that need specific hardware to be played or accessed.

RESPONSIBILITY
Responsibility for the use of audiovisual materials within the school includes assuring their quality, relevance to the learning task, age appropriateness, and adherence to copyright laws.

Proposal
As instructional leader, the principal has overall responsibility for the materials used in the school and classroom. This includes materials that are purchased for school collections, provided by agencies outside the local school, brought in by parents or non-educators, rented from commercial enterprises, or produced by students or faculty for use in the school. The principal is responsible for creating and implementing procedures to assure that audiovisual materials used in the school conform to Policy #619C, including appointing a school Audiovisual Materials Review Committee, as the need arises.

Teachers
Teachers are directly responsible for those materials used in their classroom, whether from sources inside or outside the school or produced by or for the students.

School Audiovisual Materials Review Committee
From time to time, materials from within the school collection may need to be evaluated to determine their relevancy to instruction or relevance in the school collection. Materials coming from outside sources may need to be evaluated as they come into the school. A committee from the school community must be convened, as needed, to determine the disposition of audiovisual materials that are questioned.

The committee appointed by the principal should be composed of five people including an administrator, a teacher, a media specialist, and a parent. Whenever possible, the remaining members should have expertise in the area of immediate concern, so the committee may change as needed.
Selection of Audiovisual Materials

- Audiovisual materials selected for student instruction and classroom use must be age appropriate and relevant to the specific instructional goal. When available, the MPAA (Motion Picture Association of America) ratings should be used to guide decisions about audience appropriateness.
- Audiovisual materials in the school collection and those selected for use from outside the school collection must be selected based on personal preview, reviews or recommendations from professional literature, or have been recommended for use by the District.

Selection of Audiovisual Materials

The committee should use the Audiovisual Materials Review Committee Report form to determine the disposition of the item in question.

USE OF AUDIOVISUAL MATERIALS

Audiovisual materials, even those contained in the school collection or provided by the district, must be previewed by the teacher prior to use with students for content and relevance:

- School collections contain a wide variety of resources. They may or may not be relevant to the school's curriculum, but not to every grade level or instructional objective.
- Materials from outside the school collection need even closer scrutiny prior to showing since the criteria used for their selection is unknown.

Procedures and Best Practices for Use of Audiovisual Materials

The usage of audiovisual materials from inside or outside the school collection must:

- Meet principal or designee approval prior to use with students.
- Exhibit a clear educational purpose.
- Be previewed in their entirety prior to being shown to students by the teacher using the resource, with special attention paid to assuring that language, theme, violence, and content are consistent with the
Strategies must be developed for parents to know what full-length feature films are to be shown to their children. Using the Full-length Feature Films To Be Used For Classroom Instruction form, each teacher must provide this information to the school administrator who will maintain a file in the front office for parent review. Parents who do not wish their children to view the film should complete the Parent/Guardian Request For Alternate Assignment form. The school must communicate this information to parents using the school opening packet, newsletter, website, or other method of ensuring parental awareness.

SOURCES OF AUDIOVISUAL MATERIALS USED IN INSTRUCTION

Materials may include, but not be limited to these:
- purchased by a teacher, media specialist, or administrator in the school
- purchased to support an adopted textbook
- provided or recommended by a district department
- donated by a parent, community member, organization, etc.

Materials from outside sources may include, but may not be limited to these from:
- the teacher’s personal collection
- parents or guest speakers
- agency/district delivering services to the school, such as Before and After School Child Care
- rentals
- district units such as Media Resource Center or BECON
- the public library or other lending agencies

COPYRIGHT ADHERENCE

All materials used in Broward County schools, whether from school collections or outside sources, must be used in accordance with federal and state copyright laws, including but not limited to FL 94-333, The Copyright Act.

The Educators' Quick and Essential Guide to Copyright provides some basic information and must be closely adhered to. All employees must be familiar with Fair Use guidelines, which provide some exemptions for educators. Media specialists should be asked to provide copyright inservice annually.
Appendix G

AUDIOVISUAL MATERIALS USE POLICY

THE PURPOSE OF THE POLICY IS TO ESTABLISH CLEAR DIRECTION AND CONSISTENT PROCEDURES FOR THE USE OF AUDIOVISUAL MATERIALS FOR STUDENT INSTRUCTION AND CLASSROOM USE. THESE RESOURCES ARE TO BE USED FOR CURRICULAR PURPOSES, NOT FOR ENTERTAINMENT. AUDIOVISUAL MATERIALS INCLUDE BOTH COMMERCIAL AND STUDENT/STAFF PRODUCED MATERIALS. THEY INCLUDE MATERIALS USED ON FIELD TRIPS OR IN BEFORE AND AFTER SCHOOL CHILD CARE PROGRAMS AT THE SCHOOL. THE GUIDELINES THAT CLARIFY THE POLICY ARE TO BE MADE A PART OF THE PRINCIPALS' HANDBOOK.

RULES:

1. Requirements
   a. All instructional resources, including audiovisual materials, must:
      b. be consistent with School Board of Broward County policies, educational goals, and the objectives of specific courses and/or activities;
      c. be consistent with Florida Statutes 1006.34(2)(b), and relevant to the Sunshine State Standards;
      d. adhere to federal and state copyright laws, including but not limited to Public Law 94-533, The Copyright Act and School Board of Broward County Policy #6318, and
      e. reflect the best teaching practices based on age appropriateness and instructional relevance.

2. Selection of Audiovisual Materials
   a. Audiovisual materials selected for student instruction and classroom use must be age appropriate and relevant to the specific instructional goal. When available, the MPAA (Motion Picture Association of American) ratings should be used to guide decisions about audience appropriateness.
   b. Audiovisual materials in the school collection and those selected for use from outside the school collection must be selected based on personal preview, reviews or recommendations from professional literature, or have been recommended for use by the District.

3. Procedures and Best Practices for Use of Audiovisual Materials
   a. The usage of audiovisual materials from inside or outside the school collection must:
   b. meet principal or designee approval prior to use with students;
   c. exhibit a clear educational purpose;
   d. be previewed in their entirety prior to being shown to students by the teacher using the resource, with special attention paid to ensuring that language, theme, violence, and content are consistent with the maturity level of the students who will be viewing the material;
   e. be a legally acquired copy; and
   f. sustain review by the school audiovisual review committee, if concern arises.

   A list of full-length feature films to be shown must be maintained in the school's office and made available for parent review. Each school must notify parents of the process and procedures for review of the list and commentary.

4. Responsibility
   a. The principal is responsible for the use of all instructional materials within the school. The teacher is responsible for use within the specific classroom.

Authority: F.S. 1006.34(2)(b)
Policy Adopted: 04/29/03
Appendix G

Broward County Public Schools

GUIDELINES FOR CHALLENGED AV MATERIALS

Inquiries regarding the appropriateness of particular audio visual materials are a normal part of the process of providing a wide variety of resources for student use. Such inquiries should be handled confidently, diplomatically, and expeditiously.

If a complaint is received, the following guidelines should be implemented:

1. Hold an informal conference to advise the complainant of the selection procedures. Do not enter into an extended discussion or try to defend the merits of the material. Make no commitment. The principal or his designated representative should participate in this discussion, if possible.

2. If the complainant is dissatisfied and wishes to pursue the matter, request that the complainant submit a written “Request for Reconsideration of Instructional Materials.”

3. Immediately inform the principal and the Director of Literacy, whose staff will check general acceptance of the AV material by reading critical reviews and consulting recommended lists. The results of this research will be forwarded to the school’s media specialist.

4. Keep the challenged material on the shelf during the reconsideration process.

5. Upon receipt of the completed “Request for Reconsideration of Instructional Materials” form, convene a School Audiovisual Materials Review Committee. The School Audiovisual Materials Review Committee is appointed by the principal and should have five members including an administrator, teacher, media specialist and a parent if possible. The School Audiovisual Materials Review Committee should take the following steps:
   a. Using interlibrary loan, acquire adequate copies of the item so that all members of the committee can read, view, or listen to the material in its entirety within 15 working days.
   b. Determine the extent to which the material fits the selection policy and supports the curriculum using the Audiovisual Materials Review Committee Report Form.
   c. Judge the material for its strength and value as a whole and not in part.
   d. Prepare a written report and recommendation, including the names and roles of the committee’s participants.
   e. Present the completed Audiovisual Materials Review Committee Report Form and written recommendation of the committee to the principal and to the Director of Learning Resources & Instructional Materials.

6. The principal should inform the complainant of the committee’s decision. (Do not include committee member names in the correspondence.)

7. The principal should also inform the appropriate administrator in the office of the Area Superintendent.

8. Retain or withdraw the challenged material as recommended by the Media Center Advisory Committee.
9. complainant continues to be dissatisfied, forward a copy of the complete file (including the committee's recommendation) to the Director of Literacy, who will convene the District Advisory Committee. The Literacy Department Advisory Committee will follow the steps outlined in #5.

10. A copy of the written report and recommendation from the Literacy Department will be forwarded to the appropriate district level administrators. The Director of Literacy will inform the school principal, media specialist, and complainant of the district committee decision.

11. Retain or withdraw the challenged material as mandated by the decision of the district committee.

12. If the complainant is dissatisfied with the decisions rendered by both committees, the complainant may request inclusion on the School Board agenda.
ATLANTIC TECHNICAL HIGH SCHOOL
REQUEST FOR VIDEO/DVD APPROVAL FOR FILMS RATED ABOVE PG-13

Teacher: ___________________________ Subject: ___________________________

Movie Name: ___________________________

Produced by: ___________________________

Rating: ___________________________

Rationale for Class Viewing—what is the specific instructional goal for viewing?

What activities will students participate in prior to viewing in order to enhance their understanding?

How will students be accountable for material presented in the film?

Date of Request ___________________________

☐ Approved

☐ Denied

______________________________
Vicky LaPorte
THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Full-length Feature Films To Be Used For Classroom Instruction

School: ___________________________ Date: _____________________

Dear Parent:

Students in my classes have been studying __________________________.

To support this unit, I plan to use a full-length feature film.

The material, entitled: __________________________, is being shown because it will __________________________.

Viewing of this is highly recommended but is not mandatory. An alternate assignment related to the unit being taught will be provided if you do not wish for your child to view this material.

Teacher: ___________________________ Course/Grade: ___________

Principal’s Signature: ___________________________

Form 2238
5-03
<table>
<thead>
<tr>
<th>Object</th>
<th>Line Item</th>
<th>Last Year (Actual Expenditures)</th>
<th>Current Year (Budgeted)</th>
<th>Next Year (Budget Proposal)</th>
<th>Priorities for Purchase and Reason</th>
</tr>
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<tbody>
<tr>
<td>611</td>
<td>Library Books</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>622</td>
<td>AV Materials</td>
<td>$999.99 or less</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>621</td>
<td>AV Materials</td>
<td>$1000 or more</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>692</td>
<td>Computer Software</td>
<td>$999.99 or less</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>691</td>
<td>Computer Software</td>
<td>$1000 or more</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>642</td>
<td>AV Equipment</td>
<td>$999.99 or less</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>641</td>
<td>AV Equipment</td>
<td>$1000 or more</td>
<td></td>
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<td>644</td>
<td>Computer Equipment</td>
<td>$999.99 or less</td>
<td></td>
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</tr>
<tr>
<td>643</td>
<td>Computer Equipment</td>
<td>$1000 or more</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>511</td>
<td>Supplies</td>
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<tr>
<td>642</td>
<td>Furniture/ Fixtures/ Equipment</td>
<td>$999.99 or less</td>
<td></td>
<td></td>
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<tr>
<td>641</td>
<td>Furniture/ Fixtures/ Equipment</td>
<td>$1000 or more</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>531</td>
<td>Periodicals/ Newspapers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>514</td>
<td>Professional Books</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTALS**

Example:

<table>
<thead>
<tr>
<th>Object</th>
<th>Line Item</th>
<th>Amounts</th>
</tr>
</thead>
<tbody>
<tr>
<td>611</td>
<td>Library Books</td>
<td>$4000 $4000 $5000</td>
</tr>
</tbody>
</table>

To replace old books & also support new reading series; 40% of collection is older than 10 years.
The Arthur Ashe campus is a branch campus of Atlantic Technical College housing Practical Nursing, Patient Care Technician, Applied Academics for Adult Education (AAAAE), GED, and ESOL classes.

The Learning Commons is centrally located with admissions, testing, and orientation held in rooms adjacent to the Learning Commons.

In 2017 the rooms were renovated with Smart money providing new tables, chairs, and carpeting creating space for small and large group study sessions.

There is a glass enclosure for large group meetings which allows for several activities to occur concurrently.

Hours are Monday through Friday from 6:30am to 4:00pm.

The Ashe Learning Commons collection is digital. Students and teachers have access to online databases such as Gale, SIRS (Social Issues Research Service), and The Testing and Education Reference Center which includes practical nursing, ESOL, and GED tests.

Print materials for practical nursing are kept in the nursing classroom. All students may take advantage of inter-library loans from library collections at other Broward schools.

The Learning Commons manager provides support for student and teachers.

Equipment inventory and repairs are handled through the Atlantic Technical College campus. The LC manager and the media specialist from ATC communicate as needed.

All classrooms on the Ashe campus are smart classrooms utilizing ceiling mounted LCD projectors, DVD/VCR players, interactive boards, and document cameras. This extends instructional resources to internet resources. DVDs, documents, and artifacts

As with the main campus, the Arthur Ashe campus is equipped with necessary fire extinguishers, first aid kits, and two defibrillators which are located in building 1 at the entrance and building 2 by the elevator.