

Haleyville City Schools



Policies and Procedures Manual School Library Media Centers

Adopted 2011-2012

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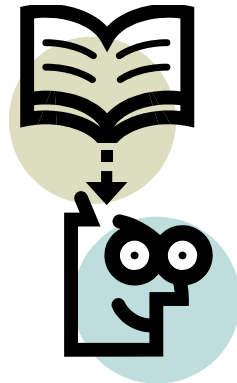
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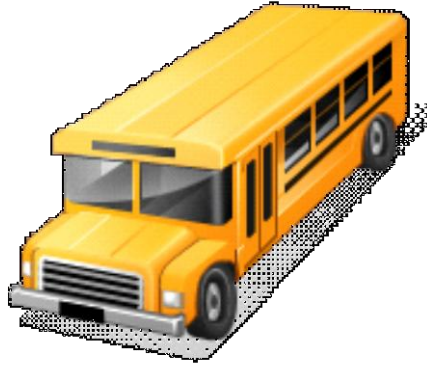
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Introduction

In 2008, The Alabama State Board of Education adopted a state School Library Manual entitled **Alabama's School Library Media Handbook for the 21st Century**. This manual was written by representatives from school libraries and state department personnel. It is comprehensive in scope, and covers all aspects of Media Center life. However, each school system is tasked with developing its own Policies and Procedures manual. In compliance with that request, we have completed a Policies and Procedures manual for your adoption. Unless otherwise noted, we have adapted our information from the state media handbook.



VISION, MISSION, PHILOSOPHY, STANDARDS, AND EXPECTATIONS

Vision Statement

In collaboration with the school's learning community, Haleyville City Schools' library media programs will be the center of teaching and learning by providing access to quality collections and technologies and by extending services beyond the library media center's four walls and the school day.

Mission Statement

Haleyville City Schools expresses the mission of Alabama's library media programs as supporting the school's instructional program to improve student learning and student achievement. This mission is accomplished by:

- Ensuring learners will be able to independently inquire, think critically, and to gain, create, and share knowledge;
- Providing real and virtual access to appropriate, high-quality resources and services during and outside the school day;
- Participating in curriculum development and design of learning activities; and
- Facilitating professional development for the learning community.

AASL Standards for the 21st Century Learner

The American Association of School Librarians (AASL) Standards for the 21st Century Learner offers a vision for teaching and learning to guide our profession. Haleyville City Schools adopts these standards. The learning standards begin by defining nine foundational common beliefs:

- Reading is a window to the world.
- Inquiry provides a framework for learning
- Ethical behavior in the use of information must be taught.
- Technology skills are crucial for future employment needs.
- Equitable access is a key component for education.
- The definition of information literacy has become more complex as resources and technologies have changed.
- The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.
- Learning has a social context.
- School libraries are essential to the development of learning skills.

The Standards describe how learners use skills, resources, and tools to:

1. Inquire, think critically, and gain knowledge.
2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

3. Share knowledge and participate ethically and productively as members of our democratic society.
4. Pursue personal and aesthetic growth.

<http://www.ala.org/ala/aasl/aaslproftools/learningstandards/standards.cfm>

Information Literacy Standards for Student Learning

The Information Literacy Standards for Student Learning provides a conceptual framework and broad guidelines for describing the information-literate student. The standards consist of three categories, nine standards, and twenty-nine indicators. The three categories and nine standards are as follows:

Information Literacy

1. The student who is information literate accesses information efficiently and effectively.
2. The student who is information literate evaluates information critically and competently.
3. The student who is information literate uses information accurately and creatively.

Independent Learning

4. The student who is an independent learner is information literate and pursues information related to personal interests.
5. The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.
6. The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

Social Responsibility

7. The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.
8. The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.
9. The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

<http://www.ala.org/ala/newspresscenter/news/pr2004/august2004/k12informationliteracy.cfm>

Intellectual Freedom

“Intellectual freedom accords to all library users the right to seek and receive information on all subjects, from all points of view without restriction and without having the subject of one’s interest examined or scrutinized by others.”

American Library Association (2006) *Intellectual Freedom Manual* states that Intellectual freedom is prerequisite to effective and responsible citizenship in a democracy and is one of the core values of the library profession. The American Library Association’s (ALA) Library Bill of Rights (LBOR) serves as the library profession’s interpretation of the First Amendment of the .S. Constitution. The Haleyville City School Board affirms and supports these statements on intellectual freedom.

<http://www.ala.org/ala/oif/statementspols/statementsif/librarybillrights.htm>

A library media program is founded on a commitment to the right of intellectual freedom. By providing access to information and ideas essential for 21st Century learners, a library media specialist empowers learners who acquire skills to become critical thinkers, competent problem solvers, and lifelong learners who contribute productively and ethically to a pluralistic society. A library media specialist is a leader in meeting a school's responsibility to provide resources on all points of view on all questions and issues and to make these ideas and opinions available to anyone who needs or wants them, regardless of age, background, or views.

Eighteen interpretations of the LBOR have been written to define and clarify its guidance. One of the most pertinent to library media programs is *Access to Resources and Services in the School Library Media Program*.

<http://www.wla.lib.wi.us/ifrt/documents/accessschoollibrarymediaprogram.pdf>

Freedom to Read

The Freedom to Read (FOR) statement is the best known of the American Library Association's documents supporting the principles of intellectual freedom and begins with the following:

“The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label “controversial” views, to distribute lists of “objectionable” books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety of national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.”

In addition to providing a foundation for selection and/or collection development policies, the FOR provides a reminder that open communication is necessary in a free society and creative culture. Library media specialists help ensure students have access to information covering a wide range of issues and viewpoints. Anniston City Schools strives to uphold these principals of freedom for its students as defined in the FOR.

<http://www.ala.org/ala/oif/statementspots/forstatement/freedomreadstatement.htm>

ADMINISTRATIVE VIEW

Characteristics of a 21st Century Library Media Program

Haleyville City Schools strives to ensure that all of our students can be successful. To this end, the Haleyville City Schools Board of Education promotes library media programs that demonstrate as many of the characteristics of a 21st Century Library Media Program as possible. All school personnel need to work together to make the library the center of learning in the school. Administrators, teachers, and library media specialists each have responsibilities.

The Program

- The library media center (LMC) is a place where individuals and groups of students use information to extend classroom studies and to further personal interests.
- Students have open, flexible access to library media resources and services.
- Library media resources are available to support the curriculum, encourage research, engage students in pleasure reading, and address individual needs and interests.
- Resources are organized by a recognized method and are available in an automated format.
- 21st Century skills are integrated with all subjects and developed in a curriculum context to provide a foundation for life-long learning.
- Library media services are implemented according to a written plan based on data analysis, needs assessment, and annual evaluation, consistent with the goals of the school and school system.
- A comprehensive program is provided that includes skills instruction, information access, program management, and media center management.
- Learners are taught to seek diverse perspectives, gather and use information ethically, and make use of social tools, i.e. personal space, responsibly and safely.

The Professional

- The library media specialist (LMS) is certified, evaluated by appropriate criteria, and has a plan for professional development.
- The library media specialist collaborates with the learning community to determine collection needs and implements local board-approved policies for collection development, use of resources, adherence to copyright law, protection of intellectual freedom, and reconsideration of challenged materials in the collection.

The Facility

- The library media center is physically accessible to all students.
- The library media center is adequately lighted and contains furnishings appropriate in size to the student population.
- The library media center has the infrastructure needed to sustain existing and emerging technologies.

Administrators' Responsibilities

Administrators have the responsibility of ensuring successful school library media programs and also maintaining a safe and equipped library media center. Their active engagement and support is a vital element to the success of the library media program.

Administrator responsibilities include:

- Hiring certified media specialists
- Assigning earned media units as provided by the Local Education Agency (LEA) Unit breakdown
- Understanding the competencies needed for an effective library media specialist (LMS)
- Understanding the role of the school library media specialist in the educational setting
- Supporting the work of a Library Advisory Committee
- Ensuring funds are expended according to the Alabama Code
- Utilizing discretionary funds to enhance the LMC's resources and programs
- Ensuring the appropriate maintenance of the library media center, including the physical space, furnishings, and technology infrastructure
- Encouraging students, teachers, and parents to provide input into the development of the collection
- Supporting efforts to keep the collection current, which includes print, nonprint, and electronic resources
- Encouraging teachers to plan differentiated learning activities collaboratively with the library media specialist
- Supporting the establishment and maintenance of an automated catalog system
- Ensuring that technology resources are sufficient for teacher and student use
- Providing resources for the maintenance and upgrade of technology
- Including the library media specialist in the development of the school technology plan
- Ensuring that the library media specialist provides instruction in the ethical and safe use of technology and the Internet
- Collaborating with the library media specialist to develop schedules that facilitate open and flexible access
- Ensuring that the library media specialist and library staff follow job descriptions as developed by LEA in board policy and according to certification of LMS
- Ensuring that the library media specialist and teachers have time to collaborate in planning curriculum activities which integrate inquiry, 21st Century learning standards, and technology into the school curriculum
- Communicating the scheduling policy to the staff, ensuring that the library media specialist has 40% of their instructional week reserved for management responsibilities
- Planning periodic assessment of the LMS and library media program, using state approved evaluations [Educate Alabama]
- Encouraging participation and securing financial support for the library media specialist to participate in local, state, regional, and national professional development
- Ensuring that the library media specialist provides professional development opportunities for Teachers

Teacher Responsibilities

The active participation of teachers is essential to a successful library media program.

Responsibilities of the teachers include:

- Collaborating with the LMS to plan and schedule library research units
- Collaborating with the LMS to design and co-teach instructional units
- Collaborating with the LMS to provide opportunities for students to have equitable and frequent access to the library media center and its resources at the point of need
- Collaborating with the LMS to develop and implement school-wide reading initiatives
- Serving on the Library Advisory Committee
- Providing information to help align the collection to the classroom curriculum
- Requesting materials related to specific units and areas of the curriculum
- Sharing the needs and interests of the students
- Sharing student work for display in the library media center
- Collaborating with the LMS to establish high quality Web sites for student use
- Using the library media resources effectively
- Communicating the value of the library media center and respect for the library media center to students
- Collaborating with the LMS to ensure student participation in special programs in the library media center, such as book fairs and author visits
- Co-teaching the ethical and safe use of technology with the LMS
- Participating in professional development opportunities offered by the LMS

Library Media Specialist's Responsibilities

A library media specialist has a unique role in the school setting. Responsibilities of the library media specialist include:

- Collaborating with teachers to plan and implement instructional units integrating the resources of the library media center with the classroom curriculum
- Participating in school curriculum planning meetings
- Providing instruction and resources to reach diverse student needs
- Providing access to available appropriate resources such as digital, visual, print, and technological materials
- Implementing the use of technology, both in library media program management and instruction
- Ensuring students have access to the library media center at the point of need for class-related research, individual investigation, independent reading, and personal inquiry
- Collaborating with teachers to integrate inquiry, 21st Century learning standards, and technology skills into school curriculum and to support their instruction
- Providing a welcoming and respectful climate in the library media center
- Developing and implementing reading initiatives to motivate and engage each student in independent reading
- Providing professional development for teachers and administrators to demonstrate how technology and information skills can be used to support the curriculum and instruction
- Developing a scheduling policy which provides open and flexible access for all students and teachers

- Establishing, maintaining, and updating an automated catalog and organizing the collection using a system such as the Dewey Decimal System
- Maintaining fair and consistent circulation and use policies
- Developing a policies and procedures manual, approved by the local board of education, for the library media center
- Documenting, reporting, and maintaining records of use of library media center resources
- Working with technology personnel to maintain working and up-to-date computers, internet access and other technology peripherals
- Staying current on the latest technologies and their use for teaching and learning
- Managing library staff and volunteers
- Establishing budget priorities based on assessment of needs, status of library collection, technology needed, library plan for improvement, input from the library media advisory committee, and industry trends
- Ensuring that library enhancement funding is allocated and spent each year according to Alabama Department of Education procedures and policies
- Maintaining budget and expenditure records
- Developing a vision, a mission, and goals for the Library Media Program with input from administrators, teachers, students, parents, and all other stakeholders
- Attending local, state, or national professional development workshops and meetings
- Communicating regularly with staff, students, and parents about library resources and programs in various forms (e.g., staff meetings, newsletters, student newspaper, displays, Web page)
- Developing an ongoing advocacy program for the library media center
- Arranging the library media center for variety of uses by large groups, small groups, and individuals
- Promoting use of the library media center to teachers, students, and parents to ensure that the library is a vital and active center of learning for the entire school

Professional Development

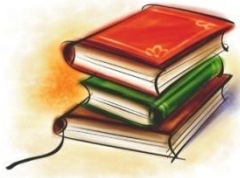
The role of the library media specialist is crucial in ensuring that students obtain information literacy skills for the 21st Century. The success of students in the real world depends on their ability to access, evaluate, use, and produce information. Therefore, the library media specialist must learn about and incorporate the changing information environment in order to integrate 21st Century skills into the curriculum. To remain proficient, library media specialists must connect and share expertise and programs within the library media professional learning community.

Opportunities

Throughout the year the Alabama Department of Education, Technology Initiatives, and other educational and professional agencies offer many professional development programs designed specifically for the library media specialist:

- Professional Development Sessions —Information about these sessions designed for library media specialists can be found on the Alabama Library Media Online (ALMO) Web page. <http://alex.state.al.us/librarymedia/>

- Technology in Motion—Offers sessions to update library media specialists on the Alabama Virtual Library and integration of emerging technologies into the curriculum. www.technologyinmotion.state.al.us
- Alabama Educational Technology Conference (AETC)—Offers technology sessions designed specifically for library media specialists. www.aetc.cc
- Alabama Virtual Library (AVL)—Offers training on the use of the AVL and curriculum integration. www.avl.lib.al.us
- Alabama Public Television (APT)—Offers training on the different resources available through their Web site, such as United Streaming, eLearning for Educators, Discovering Alabama. www.aptv.org
- American Association for School Librarians, (AASL)—The mission of the American Association of School Librarians is to advocate excellence, facilitate change, and develop leaders in the school library media field. <http://www.ala.org/ala/aasl/aaslindex.cfm>
- International Society for Technology in Education (ISTE)—Provides leadership and service to improve teaching and learning by advancing the effective use of technology in education. <http://www.iste.org/>
- National Education Technology Standards (NETS)—An ongoing initiative of the International Society for Technology in Education (ISTE) and a consortium of distinguished partners and cosponsors. <http://cnets.iste.org/>
- International Reading Association (IRA)—A nonprofit professional organization for those involved in teaching reading to learners of all ages. <http://www.reading.org/>
- Alabama Instructional Media Association (AIMA)—(Alabama Instructional Media Association) is a professional organization dedicated to the improvement of instruction through the utilization of media and technology. It provides a forum for school library media specialists, administrators, curriculum specialists, teachers, library media educators, graduate students, professional association leaders, and retired library media professionals, to promote excellence in education in Alabama through effective school library media programs. <http://www.alaima.org>
- American Library Association (ALA)—To provide leadership for the development, promotion, and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all. <http://www.ala.org/>
- Alabama Library Association (ALLA)—The Mission of the Alabama Library Association is to provide leadership for the development, advocacy, and improvement of library and information services and to promote the profession of librarianship, in order to enhance learning and ensure access to information for all. <http://capwiz.com/ala/al/home/>
- Young Adult Library Services Association (YALSA)—The mission of the Young Adult Library Services Association is to advocate, promote and strengthen service to young adults as part of the continuum of total library service, and to support those who provide service to this population. <http://www.ala.org/ala/mgrps/divs/yalsa/yalsa.cfm>
- Alabama Education Association (AEA)—The AEA is an advocate organization that leads the movement for excellence in education and is the voice of education professionals in Alabama.
- Regional and local in-service centers.



LIBRARY MEDIA CENTER LEARNING ENVIRONMENT

The Library Media Specialist is not a core subject teacher, i.e. Reading, Math, Science, and should not be used as one. For example, reading goes beyond decoding and comprehension to interpretation and development of new understandings. While the LMSs are not trained to deliver reading instruction, they play an integral role in a school reading program. The library media specialist's role in the reading program is that of managing and organizing the resources of the LMC, while the teacher's role is that of reading skills instruction. The LMS's extensive knowledge of the LMC collection and expertise at matching books to readers provides a crucial supportive role in the total reading program. This example could be applied to any core curricular subject. The American Association of School Librarians published a Position Statement on the role of the school library media specialist in reading development. To access the document, visit the following website:

<http://www.ala.org/ala/aasl/aaslproftools/positionstatements/aaslpositionstatementresource.htm>

Position Statement on Resource-Based Instruction: Role of the School Library Media Specialist in Reading Development

Reading development is a process for attaining literacy by integrating oral and written language experiences into the literature and content areas. Spoken language, reading and writing are learned simultaneously. As students read "real books" and write to communicate, learning becomes relevant, interesting, and motivational and prepares students for life-long learning. Acquisition, organization, and dissemination of resources to support the reading program through the library media center is cost-effective for the entire school district. The following elements are integral to an effective reading program:

- The library media center is flexibly scheduled so that students and teachers have unlimited physical and intellectual access to a wide range of materials. Students are not limited to using only commercially prescribed or teacher-selected materials.
- Students choose from a varied, non-graded collection of materials which reflect their personal interests.
- Students learn to identify, analyze, and synthesize information by using a variety of materials in a variety of formats.
- Multi-disciplinary approaches to teaching and learning are encouraged.
- Teachers and library media specialists cooperatively select materials and collaboratively plan activities that offer students an integrated approach to learning.
- Teachers and library media specialists share responsibility for reading and information literacy instruction. They plan and teach collaboratively based on the needs of the student.
- Continual staff development is critical to reading instruction. The responsibility for successful implementation of reading development is shared by the entire school

community—teachers, library media specialists, and administrators working together.
(*adopted June 1993; revised July 1999*)

Creating a Reading Environment

The school library media specialist has an important role in the school's reading program. The LMS is knowledgeable about the instructional reading program in order to provide resources and activities in the LMC that correlate with the reading program. A quality literacy program is developed through collaboration with the learning community. Greater access to books increases students' reading time which leads to gains in reading fluency, vocabulary, and comprehension. The LMC is the heart of the school where frequent and flexible access is encouraged. The LMC is aesthetically pleasing and a barrier-free learning environment that encourages the enjoyment and excitement of reading. A vibrant program encourages students to visit the library, to become life-long library users, and to love books and reading. Collaboration with the learning community is an essential element that enhances student achievement and the school curriculum. Collaboration sometimes must be adjusted in response to different situations. The following information is given to assist the library media specialist in collaborating with grade level and subject area teachers to create a quality learning environment.

Facts to Remember:

- Planning is the first step in collaboration between the teacher(s) and the library media specialist. Together they agree on the objectives to be addressed, the process for teaching the unit, what products, if any, that will be created, what assessment will be used for evaluation, the timeline for the unit of study, and how the teaching responsibilities will be divided.
- Collaboration is based on shared goals and visions, and an atmosphere of trust and respect. Educators have different strengths and viewpoints that contribute to the teaching process.
- The library media specialist has knowledge of information and technology skills and the methods needed to integrate them into the unit of study. The library media specialist also has the knowledge for teaching these skills and an understanding of the research process.
- The teacher has an understanding of the strengths, weaknesses, attitudes, and interests of the students, and of the curriculum content to be taught.
- Each educator has his/her area of expertise.
- Each educator has equal input and contributions to the planning process which involves a shared responsibility for implementation and evaluation.
- Communication between the library media specialist and the teacher is essential to success.
- Curriculum mapping is important so that the library media specialist has knowledge of the curriculum content being taught in the classrooms.
- A planning template is essential to the success of the unit of study.
- The time to plan for collaboration is sometimes difficult to find. Educators have to be creative.
- Collaborative lessons may occur within the library and continue in the classroom setting.
- At the end of the collaborative unit of study, there is reflection for revision by collaborative partners.

Promoting Flexible, Open Access/Guidelines for Library Media Center Scheduling:

In order for the library media center to be the core of the educational setting, the library media specialist, with the assistance of the administrator, must be allowed to schedule the library media center for its most effective use. Weekly schedules that list whole-class and small-group instruction, administrative periods, special programs, planning times, and other planned library activities are collected for documentation of library use through the year.

Points to Remember:

- The library media specialist, with the assistance of the administration, sets the schedule. The schedule is posted and available at all times.
- The library media center should not be closed for non-library purposes. The LMC is open for student use at all times.
- Forty percent of the library media specialist's time is spent in the administration of the library media program. During this time, no classes are scheduled for instruction by the library media specialist, although students and teachers may still use the LMC.
- The LMS is provided a scheduled lunch time.

Definition of Flexible Scheduling:

The library media center does not have a set daily or weekly schedule for classes to use the library. Classes are scheduled as the result of collaborative planning for use and instruction to integrate with the classroom curriculum. In this case the LMC is an extension of the classroom; used to provide access to resources, information fluency, and independent and group learning.

Points to Remember:

- All students and teachers have access at their point of need
- Teachers and library media specialists can collaborate to develop enhanced curriculum units
- Student achievement is higher with this type of scheduling
- Flexible scheduling provides equity of access
- The LMS can work with all grade levels and subject area teachers to build research units around school-wide themes

Definition of Open Access:

In order to maximize the benefit of the LMC, learners must have access to resources and services at their point of need. The library media center may also be scheduled for individuals, groups, or classes to use resources, check out and return materials, to read for pleasure or information, or research topics for reports, using a variety of resources. If an aide is not available to assist with circulation when the LMS is working with a class, students are taught how to check materials in and out. Student aides and community volunteers may be trained to assist with the circulation procedures.

Encouraging Advocacy

Leadership and advocacy require stepping out of comfortable behind-the-scene roles and becoming a proactive leader. The professional LMS needs to provide leadership and advocacy in information fluency, technology initiatives, policy creation, instructional design, and professional development.

Advocacy Tools

- The American Association of School Librarians (AASL) provides an advocacy toolkit on the Web site. It also refers to the School Library Campaign of ALA's @ your library. www.ala.org/ala/pio/campaign/schoollibrary/schoollibrary.htm
- Web page/Web site—A library media Web page or Web site can be the virtual face of the LMC. The information needs to be clear and kept up to date. Items found on the page may include mission statement, links to Web sites, database access, library media news, book reviews, unit projects, recommended titles, and hours of circulation. Show what you are accomplishing in your LMC!
- Newsletters—Newsletters can be an important tool for LMC promotion. These can be short—one page, a double-sided page, booklet, or pamphlet. Focus on what is new in the LMC, events that have happened or will happen, class visits, projects, circulation reports, books added, pictures of students/projects. The newsletter can be monthly, bi-monthly, or once a semester. Create a “catchy” name for your newsletter and choose a logo. The following link gives information on creating newsletters:

http://ctb.ku.edu/tools/en/sub_section_main_1068.htm

This site from Microsoft gives help on creating newsletters with Microsoft Word:

http://www.internet4classrooms.com/msword_newsletter.htm



COLLECTION DEVELOPMENT

Selection of Library Learning Resources

Statement of Policy

The policy of the Board of Education of Haleyville City Schools is to provide a wide range of learning resources at varying levels of difficulty, with diversity of appeal and the presentation of different points of view to meet the needs of students and teachers.

Objectives of Selection

For the purposes of this statement of policy, the term "library learning resources" will refer to any material (whether acquired or locally produced) with instructional content or function that is used for formal or informal teaching/learning purposes. Library learning resources include books, supplementary reading and informational materials, videos, globes, kits, maps, DVD's, periodicals, pictures, cassettes and CD recordings.

The primary objective of library learning resources is to support, enrich and help to implement the educational program of the school through the interaction of professional personnel and other members of the school community. It is the duty of professional library staff to provide students with a wide range of materials at varying levels of difficulty, with diversity of appeal and the presentation of different points of view.

To this end, the Board of Education of Haleyville City Schools affirms that it is the responsibility of its professional staff:

- To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, learning styles and maturity levels of the students served;
- To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and societal standards;
- To provide materials on various sides of controversial issues so that young citizens may have an opportunity to develop under guidance the practice of critical analysis and to make informed judgments in their daily lives;

- To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our national heritage and the world community;
- To place principle above personal opinions and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate to the school community.

Responsibility for Selection of Learning Resources

The Board of Education delegates the responsibility for the selection of library learning resources to the professional library staff employed by the school system, and declares that selections made shall be considered to have been made by the Board of Education of the Haleyville City Schools.

While selection of library learning resources involves many people (administrators, teachers, students, community persons, and resource center personnel) the responsibility for coordinating the selection of library learning resources and making the recommendation for purchase rests with the professional library personnel.

Criteria for Selection of Learning Resources

The following criteria will be used as they apply:

1. Library learning resources shall support and be consistent with the general educational goals of the state and the district and the aims and objectives of individual schools and specific courses.
2. Library learning resources shall be chosen to enrich and support the curriculum and the personal needs of users.
3. Library learning resources shall meet high standards of quality in:
 - presentation
 - physical format
 - educational significance
 - readability
 - authenticity
 - artistic quality and/or literary style
 - factual content
4. Library learning resources shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles and social development of the students for whom the materials are selected.
5. Library learning resources shall be designed to provide a background of information which will motivate students and staff to examine their own attitudes and behavior, to comprehend their duties, responsibilities, rights and privileges as participating citizens in our society, and to make intelligent judgments in their daily lives.
6. Library learning resources shall provide information on opposing sides of controversial issues so that users may develop under guidance the practice of critical analysis. The selection of library learning resources on controversial issues will be directed towards maintaining a balanced collection representing various views. Library learning resources shall clarify historical and contemporary forces by presenting and analyzing inter-group tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems.

Procedures for Selection of Library Learning Resources

In selecting library learning resources, professional library personnel will evaluate available resources and curriculum needs and will consult reputable, professionally prepared aids to selection and other appropriate sources. Among sources to be consulted are:

Bibliographies (latest edition available, including supplements): The Best in Children's Books, Children's Catalog, Elementary School Library Collection, Junior High School Catalog, Reference Books for School Libraries, Subject Guide to Children's Books in Print other special bibliographies, many of which have been prepared by educational organizations for particular subject matter areas.

Current reviewing media: AASA Science Books and Films, Bulletin of the Center for Children's Books, Booklist, Horn Book, Kirkus Reviews, School Library Journal, Wilson Library Bulletin, etc.

Other sources will be consulted as appropriate. Whenever possible, the actual resource will be examined.

Recommendations for purchase involve administrators, teachers, students, district personnel and community persons, as appropriate.

Gift materials or donations shall be judged by the criteria outlined and shall be accepted or rejected by those criteria.

Selection is an ongoing process which should include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.

(adapted from the Georgetown Independent School District)

Weeding/Deselecting Of Library Learning Resources

Guidelines for collection weeding and inventory

Why weed?

Removing obsolete, worn, and inappropriate materials from the library media center is both desirable and necessary. A search of the collection for information must provide a rewarding experience for the student and teacher. When there is only one useful item among a shelf full of books, they will soon tire of the hunt. Weeding out obsolete, ugly, and inaccurate materials will give the library media center a reputation for reliability in the opinion of its users.

Weeding gives the library media center an attractive appearance. Students take better care of a library media center that appears well kept. On the other hand, nothing inspires less regard for property than unsightly, worn out materials. Does the library really need a larger room, more shelving or storage or are the shelves and cupboards stuffed with dead, useless materials? If the shelves are filled with dated, unattractive books and unnecessary multiple copies, it is difficult to present a good case for a budget increase.

Weeding is essential to collection maintenance. Keeping materials just to increase the collection count, or because weeding is a difficult, time-consuming job is self-defeating. Weeding is not an irresponsible disposal of school property; rather it is a needed service that will enhance the credibility and use of the school library media center.

Who does the weeding?

The person who does the best job of weeding is the one who has a thorough understanding of the existing collection, of the school's curriculum, of the various units taught in all classrooms, and of the reading interests and levels of students. The library media specialist is this person. In highly specialized areas where the library media specialist is uncertain about some materials, the classroom teachers should be consulted for their opinions.

When should the library media specialist weed?

Weeding every year maintains the quality of the library. A thorough weeding every two or three years is imperative. If the library media specialist waits until the collection is so deteriorated that large quantities of materials must be discarded, he or she may be hindered by administrative apprehensions. Also, the teachers may be so attached to the old, familiar materials that the library media specialist will have difficulty explaining and justifying the disappearance of outdated favorites.

Some library media specialists prefer to examine the collection on an informal basis as time permits. Keeping a record of which area was weeded, and when, is necessary.

How much should be weeded?

The American Library Association suggests that 5% of the collection be weeded annually. An average life of a book in the collection is approximately ten years. Many factors affect this estimate of lifespan - political changes, technological advances, heavy use of the volume.

What should be weeded?

1. The out-of-date and incorrect. Areas that deserve careful examination are in science, technology, medicine (five years old) and geography (ten years old). With the information explosion in full force, a major concern is that new information, constantly appearing in print and other media, speeds the obsolescence of the nonfiction collection, and necessitates more frequent weeding than may have been common in the past. Another important category for weeding is materials with potentially harmful misinformation such as materials on drugs. Encyclopedias copyrighted over five years ago are in question. Dictionaries that are twelve or fifteen years old will not include the latest meaning or different meaning of words as our language is constantly changing. Atlases that are ten years old or older will not include the current names of countries. In addition, China has changed the Roman alphabet spelling of all Chinese names and places. Check the atlases carefully to see if misinformation is being spread. Last year's almanacs may go into circulation for the current year but older yearbooks and almanacs that have been superseded should be removed from the inventory count. However, these may be retained in a storage area for use as a teaching tool in library skills instruction.

2. The biased, condescending, patronizing, or stereotyped. These materials can foster negative ethnic and cultural attitudes.

3. The worn out or badly damaged. Look for brittle, yellow, dirty pages, fine print, ragged bindings, poor quality pictures, and loose or missing sections. Watch for damaged or incomplete

audiovisual materials - scratched, warped records; mangled tape; missing parts; scratched or torn filmstrips; bent, torn or otherwise damaged study prints or posters.

4. The unpopular, unused, or unneeded. These titles are perhaps the most difficult to discard because, in some cases, it is an admission of a poor selection decision on the part of the library media specialist. In other cases, it simply means that reading tastes and interests have changed. Nevertheless, it is detrimental to keep a collection clogged with deadwood. Check the collection for more duplicate copies of titles than needed and materials that no longer fit the curriculum or the reading and/or interest level of the students.

If an item has not circulated in over five years, perhaps it should be considered for removal. However, this is not a rule. Many useful items are not frequently circulated.

5. The mediocre or poor in quality. These include poorly written adult books, with stereotyped characters and plots, popular when few children's books were available; series books of mediocre quality which were popular one or more generations ago; series still read by children today, mediocre in quality and serving no purpose in a school library media center.

Process for Weeding/deselecting items

1. Identify items to be weeded according to established criteria
2. Request assistance from subject-area teachers in making decisions. Base the final decision on the overall school curriculum.
3. Withdraw materials from the collection and the computer database.
4. Obliterate marks of ownership and/or mark the items as "discarded".
5. Physically remove materials. Options include:
 - i. Recycle the materials, if possible
 - ii. Donate to classrooms or other libraries, if possible
 - iii. Discard items.
6. Any material that has been purchased with Title I funds and deselected must be recorded as removed and sent to the Federal Programs Director.

What Items Should NOT be discarded:

- Classics except when a more attractive edition is available or there are too many copies on the shelf.
- Local and Alabama history unless it can be replaced with new copies.
- School annuals and other publications of this campus.
- Materials that are not subject to rapid change-fairy and folk tales, fiction, biography, fine arts and sports (with the exception of rule books), poetry and literature, languages, religion.

(adapted from the Georgetown Independent School District)

Challenged Materials

The Haleyville City Board of Education supports the principals of intellectual freedom as articulated in the First Amendment of the Constitution of the United States and expressed in the Library Bill of Rights. The media center provides a resource center of instructional materials to enhance the total educational program. Library media specialists have a professional responsibility to be inclusive, not exclusive, in the development of their collection. Procedures should not unjustly exclude materials even if offensive to the library media specialist or the users. As stated in the Library Bill of Rights Article II: "Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval."

A balanced media collection reflects the diversity of all materials. Selection of materials for the collection should follow professional standards, established selection policy, and review procedures.

The Haleyville City Board of Education recognizes the right of persons to express objections to library materials that they deem inappropriate. If a complaint is made, the following procedure should be followed:

- Inform the complainant of the selection procedures, request that the material in question be returned to the library, and make no commitments.
- Invite the complainant to submit a formal "Request for Reconsideration of Materials" form and given appropriate information about the procedures to follow.
- Inform the principal and other appropriate personnel. (copy of form attached).
- Challenged materials will remain on the shelves during the reconsideration process.
- Upon receipt of the completed form, the principal requests review of the challenged materials by the District-Wide Library Advisory Committee within fifteen working days, and notifies the superintendent that such a committee needs to be formed. The Library Advisory Committee will be appointed by either the Superintendent and/or the Media Supervisor and will include the principal or vice-principal from the school where the challenge originated, representatives from classroom teachers and other faculty members (at least 2), and one or more parents (PTO officer or their designee). If the challenged material is at the middle or secondary level, the committee will also include one or more students. Also, there should be one member of the community at large on this committee. The complainant may know the makeup of the committee but may not be a committee member.
- The review committee will take the following steps after receiving the challenged material:
 1. Read, view or listen to the material in its entirety. (Examine the material as a whole, not passages pulled out of context).
 2. Check general acceptance of the material by reading reviews of the challenged material.
 3. Weigh the values and faults and form opinions based on the material as a whole and not on passages taken out of context, keeping in mind the selection criteria, relevance to the curriculum, and the educational philosophy of the school.
 4. Meet to discuss the material and complete the appropriate "Checklist for School Media Advisory Committee's Reconsideration of Instructional Materials" (copy of form attached).

5. Make a recommendation on the retention or withdrawal of the challenged material and send the recommendation to the principal, the superintendent, and the president of the Board of Education.
- The superintendent or his/her designee will inform the complainant of the recommendation of the review committee within ten working days of the decision.
 - The Superintendent will take this recommendation to the Board of Education for their approval/rejection.
 - Retain or withdraw the challenged item in accordance with the final decision.

Cross-Refs: *Library Bill of Rights*, American Library Association
Freedom to Read, American Library Association

Administration of the School Library Media Center

Personnel

The Alabama Department of Education provides funding for school library media specialists based on earned units. Haleyville City Schools will place library media units where they are earned. Media Paraprofessionals will be assigned to schools based on earned units and will be under the supervision of the principal and the library media specialist.

Haleyville City Schools will designate a person responsible for library media programs to serve as a liaison for the Alabama Department of Education and the local district. Preferably, this designee will have experience as a library media specialist and clearly understand the role of LMS's in a school.

District Library Media Supervisor (coordinator, director, program specialist, or facilitator)

Suggested Duties:

- Facilitates communication between the Alabama Department of Education Library Media Specialist and the school LMS
- Develops long-range library media plans consistent with the district's philosophy
- Coordinates district-wide library media programs
- Provides professional development training for media staff
- Collaborates with other district administrators to enhance the curriculum
- Assists in the development of K-12 sequence of learner outcomes for information literacy
- Consults with committees and architects to plan library media centers
- Consults with school administrators to plan library media programs and give assistance in problem areas
- Assesses library media programs using state, regional, and national standards
- Provides reports and statistics as needed by district and associated agencies
- Provides access to district-level services and resources

Budgets and Funding

The school library media specialist will collaborate with the Haleyville City Board of Education Central Office and administrators to ensure that funds are budgeted to maintain the library media program.

- The library media program must have adequate, consistent, and sustained funding for professional staff, new materials, technologies, professional development, and facilities to meet the 21st Century learning needs of the students in the school community.
- The budget process of the LMC includes operating funds for new resources such as: books, reference materials, equipment, and emerging technologies.
- The budget supports the philosophy of the library media center and the community it serves.
- The LMS must maintain accurate budget records in order to monitor and document use of available funds. These records should be retained for three years.
- Data collected from the assessment of the media center's collection, school curriculum/instructional changes as well as the increased cost of materials should be used in planning the budget for the year.
- The LMS must be proactive in obtaining adequate funds to meet the curriculum, the physical facilities, and the information needs of the school community.
- The LMS should prepare annual reports documenting how each source of funding for the LMC was spent. These documents should be retained for a minimum of three years.
- The LMS must administer the media center's budget and monitor acquisitions in order to meet all the instructional and informational needs of the school's learning community.
- State, national and regional learning and accreditation standards should be considered in the acquisition and budgeting process of the library media program.
- The Alabama Code must be followed in the expenditure of state funds. The library enhancement code can be found on the ALMO Web page:
www.alex.state.al.us/librarymedia
- Budgeting procedures for library enhancement funds, as stated by the Alabama Department of Education must be followed. These procedures can be found on the ALMO Web page.

Budgeting and Acquisition Guidelines and Processes

Library Enhancement Funds/Acquisition Process Guidelines

Alabama Code 16-1-8.1 states that classroom instructional support includes all components as provided in the Foundation Program with the exception of textbook funds. These funds include, but are not limited to library enhancement, classroom materials and supplies, professional development, technology, and other classroom instructional support approved by the State Board of Education.

All funds allocated in the Foundation Program for library enhancement, technology, and professional development shall be spent only for the purposes for which they were allocated.

Media specialists shall be consulted in the budgeting of all library enhancement funds.

The procedures for ordering and the regulations applied to classroom instructional support shall be as follows:

Each school should elect annually a three to five member library budget committee by secret ballot. Members are determined by majority vote of all teachers at the school. The committee elects a chairperson and secretary. Secretary keeps minutes of meetings and actions taken to approve budget by secret ballot.

The library budget committee develops a proposed budget for materials and supplies, instructional software, periodical subscriptions, and books.

The committee must submit the budget to the faculty at yearly meeting. Teachers must then vote on the proposed budget using secret ballot.

The budget should be submitted to the Finance Director.

Local Funds

Local funds include monies received from sources such as book fairs, lost/damaged book fees, overdue fines, donations, fundraisers, etc. These funds may be budgeted and spent as the librarian deems appropriate. No budget committee is required; plus, the restrictions on spending that exist for the library enhancement funds do not apply. The processes for placing an order are the same as those for spending state money, however. Orders still have to be submitted on purchase request forms which must be approved first before the items are actually ordered.

Acquisition Process

Orders for library materials utilizing state-appropriated funds must be submitted on Haleyville City Schools purchase request forms and approved through the Central Office before purchasing. Each school should have a library subsidiary account as part of its general fund through which monies from fund-raising activities, fines, and fees can be collected and spent by the library media specialist.

The following procedures should be followed:

- Purchase requests should be submitted to the school secretary for submitting to the finance department for approval. Purchase by the school librarian is authorized when the signed P.O. is returned to the school from the Central Office.

- Computers and computer related purchases are approved by the Technology Director before purchase is made. State bid lists should be used whenever possible, especially when purchasing equipment in an amount that exceeds \$5,000.00.

- State allotment funds are to be spent following guidelines set by the state department.

Guidelines for Cataloging and Processing Materials

Cataloging

All the steps necessary in order to prepare an item for check out are included in the following procedural practices for Haleyville City Schools. Cataloging practices shall be consistent and uniform in all libraries in Haleyville City Schools. All bibliographic records for on-line catalogs must be certified as US MARC by the Library of Congress. Subject headings shall be assigned from Sears List of Subject Headings.

Processing

Processing includes all the steps necessary to prepare media for use. The process used should follow standard library practices, be an easily followed routine, and be performed in a routine manner.

Processing for libraries includes: unpacking the box and checking to be sure the order reconciles with the items listed on the packing slip. This should be done before your purchase order is sent to the business office for payment. Check for manufacturing defects (bad binding, text upside down, etc.). Any defective books are put aside to be returned later.

Check off each book on the invoice packed with the books on your original titles list to make sure order is complete as stated on the invoice. Note any missing titles. Attach the invoice/packing list to your order copy and return it to central office to be paid.

- Ownership Stamp- Stamp books with school library name in the following locations: Front inside cover, back inside cover or use your site-based standard.

- Attach any unattached barcode labels vertically on the front of book or use your site based standard.

- Spine Label- If they do not come with your order, print and affix to spine near the bottom of the book; cover with label protector.

- MARC Records- Upload new catalog records into library cataloging database. Each librarian is encouraged to purchase MARC records at the point of sale from the vendor.

- If no MARC records came with the books, follow these steps to add titles to the automated catalog:

1. Refer to Athena's cataloging feature under "add title" first. Either type in the title of the book or scan the ISBN.

2. If the title does not appear at all in their choices, then use original cataloging to add the title. Use Dewey and Sears to find call number and subject heading information.

Standards for Bibliographic Records

Special call numbers will be limited to the following and printed in all capital letters:

FICTION: FIC plus the first three letters of the author's last name

EASY: E plus the first three letters of the author's last name

STORY COLLECTION: SC plus the first three letters of the author's last name

BIOGRAPHY: Elementary schools will use B plus the first three letters of the biographies' last name. The High School will use 921 plus the first three letters of the biographies' last name

COLLECTIVE BIOGRAPHY: Abridged Dewey number (920) plus first three letters of the author's last name. If multiple authors, the first three letters of title.

REFERENCE: REF followed by Dewey number, followed by the first three letters of the author's last name

NON-PRINT: NP followed by Dewey number plus first three letters of author (or title if no author)

PROFESSIONAL: PRO followed by Dewey number plus the first three letters of the author's last name

SPANISH: SP above the standard call number or FIC or E, plus first three letters of author's last name

AUDIOVISUAL MATERIALS: AV plus the type of material (DVD, VHS, CD, KIT, etc.). A Dewey number and/or other number may also be added to make shelving easier. For example, AV DVD 973.007 STI.

ELECTRONIC RESOURCES: These items may use the prefix ER plus the expected call number (i.e., ER FIC TWA).

NONFICTION: These items will use Dewey Decimal and First three letters of Author's last name.

Organizing and Maintaining Materials and Equipment

A major organizational objective should be ready access to library materials. For the book and audiovisual materials collections, the Dewey Decimal system is used to classify items. Organizational and processing techniques should not be overly complicated, but quality of cataloging should be maintained throughout the library collection.

Maintaining Records of Materials and Equipment (monthly and yearly)

Nine weeks' circulation statistics need to be maintained. Run the nine weeks record at the end of the nine weeks, keeping one for the school library files and sending one to the principal and Media Supervisor at the central office.

The library staff should maintain an inventory of books, audiovisual materials and equipment and report it to administration as required. If a full inventory of all library items cannot be completed each year, every other year will suffice.

Equipment

Each item of equipment should be barcoded and entered into a computer database. Item records should be recorded by make, model and serial number. If a district number is assigned, this should also be recorded on the local record. All equipment items should be marked with HCS school name, serial number and bar code number with a permanent marker or preferably with an engraver and permanent marker.

Circulation Policies and Procedures

New technologies have taken information delivery to new levels in the classroom and in media centers. The emerging standard of electronic bibliographic records via library management software greatly enhances the accessibility of all facets of the library media center's collection. OPAC (Online Patron Access Catalog) stations have magnified the ability of students to locate all needed materials within the collection. Internet searches bring current information not yet in bound formats to the fingertips of all individuals.

Because of its importance in providing easy access to all library media materials, the library media center develops policies governing these activities. Written procedures for the circulation

of media materials enable all students and teachers to use materials and/or equipment both at school and at home. Procedures must ensure maximum access.

Links to the OPAC should be provided on System and school websites.

Parents will need to fill out a permission slip when they register their children in order for their child(ren) to be able to check out books. This permission slip should make it clear that parents are financially responsible for replacing lost/damaged books. The permission slip is included in the appendix of this manual.

The following circulation guidelines should be considered:

1. Equipment, material, and books should be readily accessible.
2. Equipment and materials should be updated to meet advanced technology.
3. The library media center's resources and equipment should be arranged simply and made readily available for students and teachers.
4. The library media center's rules, regulations, and policies should be included in the school handbook for easy access by students and parents.
5. Each library media specialist will establish check-out procedures suitable for individual school situations. At the elementary school level, check-out will begin after proper training by the Media Specialist has taken place. Readiness for check-out will be determined collaboratively between the Media Specialist and the classroom teacher. Each library media specialist will establish circulation dates regarding holidays (Thanksgiving, Christmas, Spring Break, etc). Circulation of books will begin two weeks after the opening of school and cease two weeks prior to the closing of the school year (with signed parental permission).

Faculty and Staff

- Teachers should check out or reserve materials three days before needed.
- Materials may be borrowed for a 2-week time period. Any extended time should be arranged with the Media Specialist.
- The policies and procedures Manual for Haleyville City Schools will be explained to all faculty and staff of each school.
- Faculty and Staff will be financially responsible for lost/damaged books and equipment that are checked out in their name.

Lost/Damaged Books

Students and teachers must pay for all damaged (beyond reasonable wear) or lost materials. Fees for lost books will be \$20 per book or the replacement fee. Fees for barcode replacement will be \$3 per book. Damage fees will vary depending upon whether or not the book can be repaired and what the repair involves. Students may be required to pay a replacement cost if the book is damaged beyond repair. Fees may be adjusted according the policies of each individual school. Fines will be charged for overdue books at Haleyville High School, as determined by the Media Specialist and the Principal.

Monies Collected

All monies collected for damaged or lost materials should be placed in a separate library fund or account by the school's secretary/bookkeeper and designated for library purposes. An official HCS receipt must be written for all lost books, monetary donations, and book fair deposits. All monies should be turned in daily.

Audio-visual Material and Equipment

Where possible, especially in elementary schools, equipment and materials may be checked out to individual teachers or to departments for large blocks of time. The individual teacher is held responsible for the item(s) until returned to the library media center. Check-out files and/or management software should reflect this procedure.

The Media Specialist at each individual school will determine the check-out of computer software.

Equipment which is moved on carts should be secured and moved only with adult supervision.

Reference Materials

Teachers and students following the policies and procedures appropriate to each individual school may check out reference materials.

Renewals and Reserves

Books and materials may be reserved or renewed at the request of a student or teacher and according to the policies appropriate to each individual school.

Circulation Statistics

Online reports provide circulation statistics that can be printed at the discretion of the library media specialist. Statistic Reports should be provided to school principals and filed in the library each year. Alabama Confidentiality of Library Records Law is to be followed.

Classification

Books in the media center collection are to be classified according to the latest editions of the Abridged Dewey Decimal Classification System. The latest edition of Sears List of Subject Headings is used for subject headings assigned to items in the media center.

Audiovisual materials may be organized according to the Abridged Dewey Decimal Classification or a different numerical system.

Library Media Advisory Committee

A library media advisory committee is an essential component of the library media center program. This committee should be formed and used as an advisory committee in all aspects of the library media program.

The committee is headed by the library media specialist and is comprised of at least one of each of the following:

- Administrative representation (principal or vice-principal)
- Department/grade representation (at least two members of the faculty/staff)
- Student
- Parent (PTO officer or their designee)
- Community member

Copyright Information

The library media specialist provides and posts copyright information for all users of the library media center. Copyright/fair use information is also posted in appropriate locations throughout the school. The LMS will provide professional development training on copyright information for faculty members annually.

Acceptable Use Policy (AUP)

The LMS educates the learning community about the acceptable use policy adopted by the school district/system which outlines the terms and conditions of Internet use, rules of online behavior, and access privileges. The LMS will adhere to the AUP set by the Haleyville City Schools Board of Education.

Information Access

The library media program provides intellectual access to information and ideas for 21st Century Learning:

- The library media program must consistently provide access to adequate and sufficient print, media, and technology resources to meet the 21st Century learning needs of the school community.
- The library media program is founded on a commitment to the right of intellectual freedom.
- The library media program must consistently provide access to resources that encourage research, engage students in reading for pleasure, support the curriculum, and address individual needs and interests.

The library media program provides physical access to information and resources for learning:

- The library media program must consistently provide facilities physically accessible to all students that house and encourage access to all resources maintained in the LMC to meet the learning needs of the school community.

- The LMC is open throughout the school day, with extended hours made available according to the assessment of need and approval by the school principal and/or system administration.
- The LMC should be considered a learning resource that extends classroom learning, not a substitute classroom where students are placed for a designated period of time without the classroom teacher present as a collaborator.

The library media program consistently provides flexible access to archived, current, and new resources to meet the learning needs of the school community:

- The library media program uses a district/system-approved automated management system to enable location of desired resources.
- The library media program provides a climate that encourages information access and is conducive to learning.
- The library media program provides flexible and equitable access to information, ideas, and resources for learning.
- The library media program provides services as well as opportunities to access text, media, current and new technologies to meet the 21st Century learning needs of the school community.

Disaster Preparedness

In case of any disaster, all Haleyville City Schools Libraries are required to follow the procedures specified in their safety plans. If one or all of our libraries incurs damages or is demolished by any type disaster, we will be required to follow the policies of recovery as outlined in our school safety plan.

Appendix A

HALEYVILLE CITY SCHOOLS
REQUEST FOR RECONSIDERATION OF MATERIAL
FICTION BOOKS

Title _____
Author _____ Type of Material _____
Publisher (if known) _____
Request initiated by _____
Telephone _____ Address _____
Complainant represents:
_____ Himself/Herself
_____ Name of Organization _____
_____ Identify other group _____

1. To what in the work do you object: (please be specific; cite pages or selections)?

2. Of what value is this work?

3. For what age group would you recommend this work?

5. Did you read/view the entire work? _____ If not, what pages or sections?

6. Are you aware of the judgment of this work by critics?

7. Are you aware of the educational purpose of using this work?

8. What do you believe is the theme or purpose of this work?

9. What would you prefer the school do about this work?

_____ do not assign or recommend it to my child
_____ withdraw it from all students
_____ send it to media committee for re-evaluation

10. What work would you recommend in its place that would convey as valuable?
a picture and perspective of a study or a set of values?

Signature of Complainant _____

Date _____

Adapted from **The Students Right to Read**, National Council of Teachers of
English

Sign-in sheet for Review Committee

Material to be reviewed:

Date _____

Signature of Media Advisory Committee

Notes:

HALEYVILLE CITY SCHOOLS
CHECKLIST FOR SCHOOL MEDIA ADVISORY COMMITTEES
RECONSIDERATION OF MATERIAL

NONFICTION

Title _____

Author _____

A. Purpose

1. What is the overall purpose of the material?

2. Is the purpose accomplished? _____ YES _____ NO

3. Is the material current? _____ YES _____ NO

4. Are information sources well documented? _____ YES _____ NO

5. Are translations and retellings faithful to the original? _____ YES _____ NO

B. Appropriateness

1. Does the material promote the educational goals and objectives of the curriculum?

_____ YES _____ NO

2. Is it appropriate to the level of instruction intended _____ YES _____ NO

3. Are the illustrations appropriate to the subject level? _____ YES _____ NO

C. Content

1. Is the content of this material well presented by providing adequate scope, range, depth?
and continuity? _____ YES _____ NO

2. Does the material present information not otherwise available? _____ YES
_____ NO

3. Does this material give a new dimension or direction to its subject? _____ YES
_____ NO

D. Reviews

1. Source of review _____

Favorable Reviewed _____ Unfavorably Reviewed _____

2. Does this title appear in one or more selection aids? _____ Yes _____ No

If answer is yes, please list titles of selection aids:

Additional Comments:

Recommendation by School Media Advisory Committee for treatment of challenged materials:

Date _____

Signatures of Media Advisory Review Committee

Appendix B

Making the Connection

Teacher _____

Grade _____ Date _____

What are your major units of study for the week or the month?

Math Concepts Used? Yes No (If so, what?)

Check the supplementary materials that you may wish to check out:

_____ Books	_____ DVD
_____ Cassette tapes or Cassette tape with Book	_____ Computer software
_____ CD with Book	_____ Math Resources
_____ Videocassette tape	_____ Other
_____ Pictures	

Will there be a need for: Books to be pulled and put on Reserve?

Books to be checked out?

Teacher Planning?

AV Materials?

Do you have any suggestions and ideas for improving our media center? Please list below any ideas that you'd like to share:

Appendix C

**Haleyville City Schools
Teacher/Instructional Assistant
Orientation Request**

School: _____ Media Specialist: _____ Year: _____

Orientation for teachers/instructional assistants new to this building will be given at the times and dates listed below. Please sign up for times most convenient for you. Anyone wishing a “refresher” course on using electronic resources (for example, the online library catalog or the AVL) should feel free to sign up as well.

Date: _____
_____AM _____PM

Date: _____
_____AM _____PM

Date: _____
_____AM _____PM

Date: _____
_____AM _____PM

Appendix D

Haleyville City Schools

Library Check-out Permission Slip

My child _____ has my permission to check out books from the school's library. *I understand that he/she is responsible for the book(s) and must pay for the book(s) if they are lost or damaged.* The price for a new book is \$20 or more. A child will not be allowed to check out another book if he/she owes for a lost or damaged book until the fine has been paid.

Parent/Guardian Signature

Student grade/Homeroom teacher

Appendix E

**Haleyville City Schools
Invoice for Library fines/fees**

Date: _____

To: _____, parent or guardian
of _____, a student at
_____ school

For: damages or destruction of a library book as follows:

Due and payable to the child's school in the amount of \$_____, which must be paid before another book can be checked out by the student. This is in accordance with the Library Check-out Permission Slip signed in the registration packet.

_____ (librarian's signature)

_____ (principal's signature)

Appendix F

To: Parents of K-12 Haleyville City School Students:

We are proud to announce that students in Haleyville will have the opportunity to obtain an Alabama Virtual Library Card at their home school. This will allow access from home rather than just limiting its use at school.

What is the Alabama Virtual Library? It is an on-line library funded by the Alabama Legislature and the Education Trust Fund available free of charge to all citizens in Alabama. The AVL contains a wide range of materials including encyclopedias, databases and the web sites on history, science, math, and languages. Students and adults of all ages may find information for research papers, projects and answers to questions. This information can be accessed using the password issued when you get an AVL card using online computers from any location. You must have Internet access to use the Alabama Virtual Library.

The AVL cards issued at the schools will expire three years from the date issued. However, the opportunity will be given to students to renew their card at that time.

If you would like for your child to have an AVL card, please fill out the following information and return it to your child's school.

REQUEST FOR AVL CARD
(Allows home access to the Alabama Virtual Library)

Student's First Name _____

Last Name _____

Present Grade _____

Homeroom Teacher _____

Parent Signature _____

Date received by school _____

Date AVL card was issued _____

Check if your child has already been issued an AVL card.

Appendix G

Library Media Specialist / Teacher Collaboration Log

Teacher: _____

Date: _____

Description of Unit:

Unit Activities:

Evaluation of LMC Activities:

Appendix H

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948, by the ALA Council; amended February 2, 1961; amended June 28, 1967; amended January 23, 1980; inclusion of "age" reaffirmed January 24, 1996.

Appendix I

ALABAMA CONFIDENTIALITY OF LIBRARY RECORDS LAW

411-8-9. "Registration records" defined.

As used in section 41-8-10, the term "registration records" includes any information which a library requires a patron to provide in order to become eligible to borrow books and other materials, and the term "circulation records" includes all information which identifies the patrons utilizing particular books, and any other library materials in any medium or format. (Acts 1983, No. 83-565, 1)

411-8-10. Registration, etc., records of public libraries to be confidential; right of parents to inspect records.

It is recognized that public library use by an individual should be of confidential nature. Any other provision of general, special, or local law, rule or regulation to the contrary notwithstanding, the registration and circulation records and information concerning the use of the public, public school, college and university libraries of this state shall be confidential. Registration and circulation records shall not be open for inspection by, or otherwise available to, any agency or individual except for the following entities: (a) the library which manages the records; (b) the state education department for a library under its jurisdiction when it is necessary to assure the proper operation of such library or (c) the state public library service for a library under its jurisdiction when it is necessary to assure the proper operations of such library. Aggregate statistics shown from registration and circulation records, with all personal identification removed, may be released or used by a library for research and planning purposes. Provided however, any parent of a minor child shall have the right to inspect the registration and circulation records of any school or public library that (I lost the rest of this) (Acts 1983, No. 83-565, 2.)

Effective July 18, 1983. Revised 02/03

Appendix J

SUGGESTED PROCEDURES FOR IMPLEMENTING POLICY ON CONFIDENTIALITY OF LIBRARY RECORDS

1. The library staff member receiving the request to examine or obtain information relating to circulation or registration other records will immediately refer the person making the request to the responsible officer of the institution, who shall explain the confidentiality policy.
2. The director, upon receipt of such process, order or subpoena, shall consult with the appropriate legal officer assigned to the institution to determine if such processed order or subpoena is in good form and if there is a showing of good cause for its issuance.
3. If the process, order or subpoena is not in proper form or if good cause has not been shown, insistence shall be made that such defects be cured before any records are released. (The legal process requiring the production of circulation records or other library records shall ordinarily be in the form of subpoena "duces tecum" (bring your records) requiring the responsible officer to attend court or the taking of his/her deposition and may require him/her to bring along certain designated circulation or other specified records.)
4. Any threats or unauthorized demands (i.e., those not supported by a process, order or subpoena) concerning circulation or registration records shall be reported to the appropriate legal officer of the institution.
5. Any problems relating to the privacy of circulation and registration other records identifying the names which are of library users which are not provided for above shall be referred to the responsible officer.

Adopted by the ALA Intellectual Freedom Committee, January 9, 1973/1983. Revised January 11, 1988.

Appendix K

POLICY ON GOVERNMENTAL INTIMIDATION

The American Library Association opposes any use of governmental prerogatives, which leads to the intimidation of the individual or the citizenry from the exercise of free expression. ALA encourages resistance to such abuse of governmental power and supports those against who such governmental power has been employed.

Adopted February 2, 1973; amended July 1, 1981, by the ALA Council.

Appendix L

FACILITIES REQUIREMENTS

The 21st Century Library Media Center provides an atmosphere that is conducive to student learning and allows for safe, flexible, open access for all learners. Specific facility requirements are located in the *Alabama Department of Education: Alabama's School Library Media Handbook for the 21st Century Learner*.